

**INSPECTION UNDER SECTION 10
INSPECTION OF SCHOOLS ACT 1996**

**Ysgol Gymraeg Aberystwyth
Plascrug Avenue
Aberystwyth
Ceredigion
SY23 1HL**

Number of school : 667 / 2299

Date of Inspection : 10 – 12 February, 2003

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Registered Inspector: W191/78807
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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

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

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

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

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1. CONTEXT

The School and its Priorities

Ysgol Gymraeg Aberystwyth is a designated Welsh school located on the outskirts of the town of Aberystwyth. It serves the town and the neighbouring area. About a quarter of the pupils come from comparatively prosperous areas and the remaining pupils come from areas that are neither prosperous nor economically disadvantaged. The nature of the pupils attending the school is described as being neither privileged nor underprivileged. During the inspection, there were 303 pupils (full time equivalent) on the school roll; 65% of them come from homes where Welsh is the main language but 95% of them speak Welsh to a standard that corresponds to first language. 2% of the pupils are entitled to free school meals. About 30% of the pupils are on the special educational needs (SEN) register, including 10 who have a statement of SEN.

The School Development Plan (SDP) for the current year includes the following priorities:

- develop a policy and programme for Performance Management;
- improve the curricular link between KS1 and KS2;
- create a policy and appropriate work programme for personal and social education;
- review job descriptions and set targets for the staff;
- review the SDP developments of 2001.

The school was last inspected in November 1997.

2. MAIN FINDINGS

Main Findings of the Report

This is a good school. It succeeds in establishing a happy and organised community that promotes high values and standards. Equal opportunities and social inclusion are ensured for pupils in all the school's activities. A broad and rich curriculum is provided and the quality of the teaching and standards of achievement of pupils are usually good or better.

- Standards were good in 70% and very good in 30% of the lessons observed. Standards in information technology and communication skills were satisfactory across the curriculum.
- The quality of provision for children under five, in the nursery and older nursery classes, is suitable for their needs, and their standards of achievement are good. Standards in the six areas of learning are as follows:

Skills in Language, Literacy and Communication	Good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Very good
Physical Development	Good
Creative Development	Good

- The standards of achievement of pupils in the National Curriculum (NC) subjects and religious education at KS1 and KS2 are as follows:

Subject	KS1	KS2
Welsh	Good	Very good
English	-	Good
Mathematics	Good	Very good
Science	Good	Good
Design and Technology	Very good	Very good
Information Technology	Satisfactory	Satisfactory
History	Very good	Very good
Geography	Very good	Very good
Art	Very good	Very good
Music	Good	Very good
Physical Education	Good	Very good
Religious Education	Very good	Very good

- Standards of achievement of KS1 and KS2 pupils are consistently good or very good across the range of ability, including pupils with SEN.
- Standards in language skills are generally good in Welsh and English across the curriculum, with examples of very good standards.
- Standards in numeracy are very good across the curriculum and standards in ICT are satisfactory. Pupils do not use ICT as a natural tool across the curriculum.
- The quality of teaching was very good in 28% of the lessons observed, good in 60% and satisfactory in 12% of them. No unsatisfactory teaching was seen. Effective teaching is one of the school's strengths.
- The provision for pupils with SEN is very good. The SEN co-ordinator has very good knowledge of the pupils' needs and works closely with the class teachers and classroom assistants. Pupils enjoy their learning experiences and make good progress.
- The quality of assessment, recording and reporting is good. Records are kept each term of pupils' progress in the core subjects, the results of NC tests are scrutinised and pupils' scripts are analysed. However, insufficiently consistent use is made of the information gleaned from day-to-day assessments in order to forward plan the work of individual pupils.
- Although a system has been established which will ensure pupils have an opportunity to evaluate their own work, this is not yet in operation.
- The spiritual, moral, social and cultural development of pupils is very good. The devotional ethos of daily services contributes well to the spiritual and moral development of pupils. They sympathize with others less fortunate than themselves and contribute to a number of charities. They take part in community activities regularly and the older pupils take responsibility for younger children during the day.
- The quality of self-evaluation and planning for improvement is very good. The school has set a definite timetable for its programme. The monitoring of subject co-ordinators is based mainly on gathering the opinions of teachers. However, the head has evaluated the quality of teaching in a cross-section of lessons and targets have been set for individual pupils that are, on the whole, a fair reflection of their ability. Target groups of pupils are identified each year

to receive specific attention in language and numeracy. These targets have led to improvement in the standards of pupils' key skills.

- The school is led and managed very well. The governing body, head, deputy and staff, co-operate effectively and set a clear direction for the school's development. The SDP, which is the product of the self-evaluation process, is of very good quality. It sets purposeful targets, shares responsibilities, determines finance and notes criteria for success. The head provides very good leadership; effective procedures have been established to move the school forward. The school gives very good value for money.
- The school's links with parents are very good. Parents are very satisfied with the information the school provides on their children's progress. However, as yet the school has not established a home-school agreement according to statutory requirements.
- The school has responded well to three of the key issues noted in the report of the last inspection, and satisfactorily to the other two issues.
- There is no significant gap between the attainment of boys and girls in the NC assessments.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in the Subjects and Areas of Learning

Standards were good in 70% and very good in 30% of the lessons observed.

- The standards achieved by children under five are generally good across the six areas of the Desirable Outcomes.
- The standards of achievement of KS1 and KS2 pupils are consistently good, and often very good, across the range of ability, including pupils with SEN.
- At KS1, standards are very good in design and technology, history, geography, art and religious education and good in Welsh, mathematics, science, music and physical education. Standards in information technology are satisfactory.
- At KS2, standards are very good in Welsh, mathematics, design and technology, history, geography, art, music, physical education and religious education, and good in English and science. Standards in information technology are satisfactory.
- In 2002, the results of NC assessments at KS1 in Welsh, mathematics and science were substantially higher than the average for the LEA and Wales. A 100% of the pupils gained the CSI, that is reaching level 2 in Welsh, mathematics and science, as compared with 81% nationally. This places the school in the highest quartile nationally.
- In the same year, the results at KS2 in mathematics, science and either Welsh or English were much higher than the county and national figures. The percentage gaining the CSI, that is reaching level 4 in mathematics, science and Welsh or English, was 98% as compared with the national figure of 68%. This places the school in the highest quartile nationally.

- There is no significant gap between the attainment of boys and girls in the NC assessments.

3.2 Standards Achieved in the Key Skills across the Curriculum

- Pupils' standards in listening are very good in Welsh in both key stages and in English at KS2. They listen with interest to teachers' presentations and to each other during class discussions and group work.
- The standard of pupils' oral work is good in Welsh at KS1. At KS2, the standard of oral work is very good in both languages. Pupils communicate with ease when answering questions and express and defend their opinions. By Y5 and Y6, pupils contribute extensively and spontaneously during group and class discussions.
- At KS1, pupils' standards in reading Welsh are good; at KS2, standards in reading are very good in both languages. A good number of pupils read widely in Welsh and English for pleasure and information. By Y5 and Y6, they can gather information from print and electronic sources, translanguageing from English texts to Welsh, adapting the content to meet their needs.
- Pupils write in a range of linguistic forms and for a variety of purposes in Welsh at KS1 and in both languages at KS2. They produce a substantial quantity of work. Standards in writing Welsh are good at KS1 and very good at KS2. At KS2, a number of pupils write originally and in detail in Welsh. They possess rich language resources and their grasp of syntax and idiom is sound. A significant minority of Y5 and Y6 pupils also produce work of a very good standard in English.
- Pupils' use of number work across the curriculum is very good. Pupils use their number skills very effectively in science, especially at KS2. They can measure, record and analyse results confidently when experimenting. Their understanding of key concepts is good and they use their mathematics effectively to question and solve problems.
- Satisfactory use is made of ICT skills across the curriculum. There are some examples of word processing to record events and stories, and some appropriate programs are used in mathematics at KS1. However, there is no deliberate planning throughout the school to include ICT as a natural tool in the process of developing the curriculum.

4. SCHOOL ETHOS

4.1 Spiritual, Moral, Social and Cultural Development of Pupils

Pupils' spiritual, moral, social and cultural development is very good.

- The school conforms to the statutory requirement regarding daily collective worship either as a whole school, department or class. A spiritual and devotional atmosphere is created in the daily services. This, together with the opportunities for pupils to take part and reflect, contributes very well to their spiritual development. The services are based on the Christian faith.
- The school is a happy and orderly community that promotes high values. Pupils show respect for their teachers and peers. They are aware of the need to support those less fortunate than themselves and contribute towards a number of charities and good causes.

- The older pupils take responsibility for the younger ones by accompanying them into school in the morning and by preparing and performing educational presentations for them. They are also willing to take responsibilities in class and in school generally.
- Urdd activities are given prominent place in school life. Pupils take part in performances and local and national concerts and they compete regularly in festivals and sports with considerable success.
- Visitors who are welcomed into the school and visits to places of educational interest enhance pupils' curricular and social experiences.
- The *Cwricwlwm Cymreig* (Curriculum for Wales) is given very good attention. Pupils study the work of a number of Welsh artists and musicians and appropriate research is carried out into local history and geography. Their understanding of other cultures and religions is very good.
- The school has a policy against discrimination on the grounds of sex or race. Pupils are fully aware of the need for racial harmony.

4.2 Behaviour and Attitudes

The general quality of pupils' behaviour and their attitude towards learning is very good.

- Pupils are polite and show respect for each other, their teachers, other staff members and people who visit the school.
- Appropriate policies and procedures have been established to promote behaviour and discipline. Pupils understand and respect the school's rules.
- The vast majority of pupils have a very mature attitude towards learning. The school puts great value on good work and pupils are proud of their achievements. The school succeeds in nurturing pupils who are willing to work independently.
- At times, some of the youngest pupils are over-enthusiastic and tend to interrupt their teachers. On occasion, a small number of pupils lose the ability to concentrate.
- The School Council, established recently, provides pupils with an opportunity to influence school practices through democratic means.
- Parents are very supportive of the school's efforts to promote a high standard of behaviour.
- During the inspection period, no cases of bullying, sexism, racism or other kinds of discrimination were seen. Strategies have been established for responding to any cases should they arise.

4.3 Attendance

Pupils' levels of attendance are good.

- Over the three terms before the inspection the average attendance of pupils was 95.8%.
- Pupils are very keen to attend school and enjoy the experience.
- Parents are familiar with the school's expectations and send prompt reasons for absence.
- The legal requirements for recording and reporting on attendance are fulfilled. The deputy head monitors the registers on a weekly basis.
- There were no records of any cases of unauthorised absences.
- Pupils arrive punctually at school. Appropriate attention is given to punctuality during the day's activities.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 28% of the lessons observed, good in 60% and satisfactory in the remaining 12%. No examples of unsatisfactory teaching were seen. Effective teaching is one of the school's strengths.

- Teachers' knowledge and understanding of the subjects that they teach are very good. They are fully conversant with the requirements of the NC and the 'Desirable Outcomes' for children under 5.
- On the whole, the quality of planning individual lessons is good. This ensures coherent experiences and activities for the pupils, together with purposeful progression and continuity. However, in a minority of cases the tasks set for them do not correspond to their needs.
- Teachers use a range of effective teaching techniques and strategies. Almost invariably, their presentations are stimulating and succeed in attracting pupils' interest.
- The expectations of teachers are high in terms of the standards to be achieved and the amount of work to be completed within specific periods of time. This means that lessons are usually lively and have an appropriate pace.
- To a significant degree, teachers establish a flexible and purposeful class organisation. Consistent and effective use is made of pair and group work to promote learning.
- Where the teaching is very good, through stimulating presentation and open and effective questioning, teachers establish a lively interaction that stretches pupils intellectually and reinforces their grasp of concepts. Pupils are encouraged to extend their contributions, develop their ideas, speculate and express and defend opinions.
- In the lessons where teaching is satisfactory, teachers tend to talk too much and initial presentations are too long, thus losing the attention of some pupils. Also, although there is much purposeful use of effective worksheets, there are examples of worksheets that limit the opportunities pupils have to express themselves at length. Occasionally, noise levels are permitted that affect work in class.

- All teachers make good use of a range of resources and aids to enhance the teaching. They ensure that everyone has an opportunity to contribute. The learning assistants contribute substantially to the progress of pupils in need of special attention.

5.2 Assessment, Recording and Reporting

The quality of arrangements for assessment, recording and reporting is good.

- A record is kept each term of pupils' progress in the core subjects in the form of work samples with dates, together with a description of the task set and specific targets to implement in the future.
- Effective use is made of NC test results to examine standards and set targets for the future. Statutory assessments scripts are analysed annually in order to respond to any shortcomings.
- The school traces pupils' progress in detail from year to year. This process is used to identify under-achievement and to target groups within classes. In addition, standardized tests are used to reinforce the process.
- A timetable has been established for assessing all areas of the NC for a period of a year.
- Although a system has been established for assisting pupils to evaluate their own work in some areas, this is not functional at present.
- A baseline assessment is prepared based on the identification of the skills and presentations of children under five as they join the school; opportunities have been established to assess the achievement and progress of these children in the six areas of learning.
- Some teachers respond effectively to pupils' written work by offering guidance on how to improve the standard of their work. However, this is not consistent throughout the school.
- The information gleaned from day-to-day assessments is not used consistently enough when planning the work of individual pupils.
- The annual reports give parents detailed information on their children's progress and parents are encouraged to respond in writing to the content of the reports.
- Parents are invited into school every term to discuss their children's progress.

5.3 Curriculum

The school provides a broad, balanced, varied and rich curriculum that conforms fully to the statutory requirements.

- The provision for children under five is suitable and promotes the 'desirable outcomes' in the six areas of learning.
- Very good provision is made for pupils with SEN. They receive a range of valuable and stimulating experiences.

- Policies and schemes of work have been prepared in each of the curricular subjects. They are all of good quality and a number of them are of very good quality. Each scheme has been reviewed to meet the requirements of Curriculum 2000. Support and guidance has been received from county advisers in some areas.

- Whole-school planning is thorough and effective, in the long and medium term. The quality of weekly planning is inconsistent. It is at its most effective when there is more than one class in a year. On those occasions, teachers plan in detail in order to ensure consistency in pupils' experiences.

- By now, the school's procedures ensure that the key skills are given suitable attention in the subject plans. The whole curriculum, and especially religious education and collective worship periods, contribute effectively to pupils' personal and social development.

- The curriculum is presented through a combination of specific topics and some subject lessons. Adequate attention is given to the Welsh Dimension in the Curriculum.

- The school makes consistent and effective use of specialist teaching by arranging for teachers to exchange classes to teach science, design and technology, music and physical education. In addition, Y5 and Y6 classes are taught by three teachers. These flexible arrangements ensure effective use of the school's staffing resources and of the space available.

- The curriculum is very much enhanced by educational visits and a wide range of extra curricular activities. This provision has a positive effect on pupils' standards of achievement.

- English is presented as a subject at the beginning of KS2, and occasional use is made of English as a teaching medium in other subjects across the curriculum. Apart from this, Welsh is the medium of teaching.

- Homework is set for pupils regularly in order to reinforce class work and practice skills. The nature of the work can vary from short tasks to substantial projects; it contributes significantly to pupils' progress and fosters their ability to work independently.

- The school makes a special effort to ensure that all pupils have full access to every aspect of its provision. Pupils with SEN are successfully integrated into class activities and benefit greatly from this.

- The NC has not been modified for any pupil, and no pupil has been disapplied from the requirements of the curriculum.

5.4 Support, Guidance and Welfare of Pupils

The support and guidance given to pupils is very good.

- The teachers and support staff know the pupils very well; pupils find it easy to turn to them for support. Parents assert that their children enjoy school, and they are happy with the support and guidance offered to them.

- The school's policies and procedures ensure an equal opportunity and social inclusion for pupils in all school activities.
- The school has effective procedures for responding to issues on child protection and the staff are aware of them. A member of staff has been nominated to have specific responsibility for this.
- Practical steps are taken to ensure the care and safety of pupils, including managing access through the main entrance. This is not the case for the Y6 unit or the Y1 and Y2 building.
- A happy and caring environment is provided in the school. The supervision procedures and the evident emphasis on pupils' welfare in class and during breaks, are very good.
- Appropriate attention is given to health and sex education within the science curriculum and a school nurse provides appropriately for Y6 pupils. The school recently won a 'healthy schools' award.
- The electrical and fire equipment is inspected annually and fire practices are held regularly. However, electrical equipment was seen which had not been inspected within the period noted.
- A number of staff members have first aid certificates.
- Pupils are given opportunities to take responsibility and there was evidence of some of the older pupils looking after the younger ones.

5.5 Provision for Pupils with Special Educational Needs (SEN)

The provision for pupils with special educational needs is very good.

- The school's policies and procedures conform fully to the requirements of the new Code of Practice.
- There are 69 pupils on the school action, school action plus and school action plus extended, stages, with ten on a statement of SEN. This is a relatively high number and is higher than the national norm.
- The school has an appropriate system for identifying pupils with SEN. Use is made of standardized tests. Reading tests are given at the start of Y2, and those in need of extra support are identified.
- The SEN co-ordinator has very good knowledge of the pupils' needs. Individual Education Plans [IEPs] have been devised for them and these note the specific learning targets which correspond to individual pupils' needs.
- There is a positive structure to the support given to these pupils by a specialist teacher, both individually and in groups. The teacher prepares in detail for them and the work they undertake corresponds to their needs and supports their class work. Pupils make good progress which corresponds to their age and ability.

- Pupils who have a statement of special educational needs are supported by the specialist teacher and by class assistants. The care provided is supportive and sensitive and contributes significantly to their development and educational needs.
- The development of pupils with SEN is reviewed according to policy. A meeting is held with parents and suitable targets are agreed.
- These pupils have full access to every aspect of the curriculum. They enjoy their learning experiences and take part in all the school's activities.
- There is close collaboration between the co-ordinator, class teachers and assistants. Use is made of the expertise of the county SEN Service and additional specialist support is available as required.
- The governor with responsibility for SEN keeps in close contact with the co-ordinator in order to ensure that the provision is managed and promoted effectively. She is fully aware of her role.

5.6 Partnerships with Parents and the Community, Schools and Other Institutions

The quality of information about the school provided for parents is generally good. The partnerships with parents and the community, schools and other institutions are very good.

- Parents are very supportive of the school's aims and of the education and values it promotes. The school's Parent Teachers Association makes substantial financial contributions to the school every year. A good number of parents assist with sports, art, Urdd activities and through listening to children read.
- Parents appreciate the formal arrangements for them to visit the school to discuss their children's work three times a year. They receive written reports at the end of the year. An open door policy is implemented for discussing any concerns that may occur from time to time.
- Through numerous letters, the school provides good information for parents about aspects relevant to school life and work.
- The Parent Handbook is of good quality, attractive and full of valuable information about the school. It does not refer to the good facilities that exist in the school to ensure that pupils with disabilities are treated no less favourably than other pupils. Neither does it refer to the home/school agreement. Devising and implementing a home/school agreement is a statutory requirement to which the school, to date, has not responded.
- The annual report of the governing body to parents presents relevant information in a user-friendly style. However, it does not include the times of sessions or the required details about attendance.
- The school benefits greatly from the close relationship established with a wide range of local institutions. From time to time, financial support from local companies is used to pay for hiring a large hall for public performances. Pupils entertain various local societies on a regular basis.

- The school co-operates closely with the local nursery unit. Nursery children visit the school in order to familiarize themselves with the building, and attend events such as school sports. Setting up a suitable room for the nursery unit on the school campus is one of the priorities of the SDP.
- Pastoral and curricular links with the local secondary school are very good. A working group has been established to provide more effective progression in the teaching of Welsh and English between KS2 and KS3. In addition, the school uses the secondary school's resources for physical education, art and design and technology.
- Pupils and students from other educational institutions make good use of the school for work experience or for professional training for prospective teachers. The head lectures occasionally in the School of Education of the local university.
- Link with the various services of the local Unitary Authority are good. The school is happy with the quality of support provided.

5.7 Partnerships with Industry

The school's partnership with industry is good.

- The school has a policy document which gives direction to the work of developing the contribution of industry to the curriculum. It lists a number of curricular links already in existence.
- The older pupils experience the business world by running the school's Fruit Shop. They decide which goods to order, bargain for the best terms, run the shop daily, keep accounts and pay the bills.
- Each year, pupils produce an edition of the school magazine, 'Clebran', which is sold to the parents and friends of the school.
- With the assistance of the Countryside Council and practical support of some of the parents, the school successfully created a nature garden on waste land near the school.
- Numerous visits are organised to local businesses and industries relevant to the school's current thematic work. This has a direct effect on pupils' standards of achievement.
- The school succeeded in attracting money from the Match Funding Fund of the New Opportunities Fund [NOF] to acquire more computing equipment; they received 'match' funding from the school's Parent and Teachers' Association. The school also receives valuable funding from local companies.
- The school has taken advantage of opportunities to enhance staff development by means of placements in industry or commerce.

6. MANAGEMENT

6.1 Quality of Self-evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good with some very good elements.

- The school has a clear policy on self-evaluation. It includes a number of important principles and the evaluation methods outlined are functional. The outcomes of the self-evaluation programme are used to influence the priorities noted in the SDP.
- The SDP is an effective and comprehensive document that sets appropriate targets, criteria for success and an implementation plan for each target.

- The school's self-evaluation document derives from the opinions and comments of subject co-ordinators, staff, pupils, governors and parents.
- The school has a definite timetable for its self-evaluation programme. The curricular areas and aspects to receive attention are identified over a three year period.
- The head has evaluated the quality of teaching, and the information gathered is used to set targets for further improvement. The training and resources needed are noted. The targets correspond to elements in the professional development of staff.
- The national curriculum test results are analysed carefully and consideration is also given to the comparative achievement of boys and girls. Appropriate action is taken on any findings.
- The procedure for setting whole school targets ensures that they are realistic and reflect the pupils' ability in each year. Target groups of pupils are identified to receive specific attention in each year from nursery to Y6. Class teachers are responsible for the implementation plans and the head, jointly with the class teachers, is responsible for monitoring progress. Attention is given to language and numeracy. There is evidence that targeting pupils in this way has led to an improvement in the standard of their key skills.
- A School Council was established recently to consider pupils' needs. The system is under way effectively.
- The current priorities of the SDP reflect school requirements and the procedures for evaluating progress against the outcomes noted are appropriate.

6.2 Leadership and Efficiency

The school is led and managed very well.

- The governors, head, deputy and staff co-operate effectively and set a clear direction for school development. Members of the governing body have curricular responsibilities and they meet with subject co-ordinators regularly to discuss their areas of responsibility.
- The quality of the SDP is very good. It sets purposeful priorities that derive from the monitoring reports of the subject co-ordinators and the outcomes of the self-evaluation process. This leads to key issues to which to respond, and relevant targets are set together with criteria for success.

- Members of staff undertake their role as curriculum co-ordinators effectively. The standard of schemes of work that they have produced is very good and they monitor their subjects well. Effective use is made of staff expertise by exchanging classes to teach some subjects.
- The leadership provided by the head is very good; effective administrative procedures have been established to meet the challenge of moving the school forward in the future.
- The budget and expenditure decisions are made according to the requirements and targets of the SDP.
- The school gives very good value for money.

6.3 Staffing, Buildings and Rooms and Learning Resources

The school is an efficient institution which makes good use of all the resources available.

- The number of teaching staff is sufficient and they have the necessary qualifications and experience to meet the needs of the curriculum. By attending a good range of in-service training [INSET] courses corresponding to the requirements of the SDP and the needs and aspirations of individual teachers, they update their skills continuously.
- The school prepares appropriately for Performance Management and Threshold Assessment procedures.
- Effective use is made of the expertise and interest of individual teachers.
- The contribution of the nursery nurses and classroom assistants is consistently good. They offer good support to the teachers and substantially extend the opportunities available for pupils.
- The main building is comparatively new and in good condition. Two additional buildings have been provided on the yard to create additional space for teaching. The standard of cleanliness, both outside and inside the school, is very good.
- The standard of displays in the classes and corridors is very good and they contribute to the effectiveness of the teaching and learning.
- A fence has been erected to separate the parking area from the school yard. A suitable play area has been provided for children under five.
- Visitors are directed to the main school entrance, where the door is secured by special locks. However, there is concern that visitors can gain unauthorised entry through one of many other unlocked doors.
- The supply of resources for teaching all aspects of the NC is generally good. In some subject areas, it is very good. The use made by pupils of these resources has a positive effect on standards.
- The supply of ICT equipment is also good, but it is not used to its full potential.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for Children under Five

Children under 5

The provision for children under five is appropriate and successfully fosters the Desirable Outcomes in the six areas of learning. Standards are good.

Good features

Younger Nursery Class (3 – 4)

- The children's personal and social development is good. The majority have established a good relationship with other children and adults. They enjoy taking part in varied activities which promote playing together and sharing.
- Their development in language, literacy and communication is good. They enjoy listening to stories, reciting and singing rhymes and suitable songs. They can communicate naturally with their friends and with adults. The youngest learners develop in their understanding of their second language, while the older children make good efforts to speak in their second language. The great majority show interest in books and have a good attitude as readers. Individuals recognize letters and some words and can write over and trace words and simple sentences.
- The mathematical development of children is good. They can recreate patterns and sort according to colour and shape. They recognize some two dimensional shapes [2D] and numbers; some individuals understand number value to five. They know number songs and are beginning to use mathematical vocabulary appropriately.
- Their knowledge and understanding of the world is very good. They take part well in experimental activities. Their observational skills develop well as they play with water and in the reflection corner. They learn about people who help them, and during role-play in the fire engine they discuss the work of the fireman enthusiastically. Their ICT skills develop well.

- The children's creative development is good. They use their imagination well as they role-play. They enjoy singing appropriate songs from memory. They produce a variety of effective drawings and paintings at their level of development, using a variety of materials.
- Their physical development is good. They use small items of equipment with increasing skill. When they use large toys, they show appropriate control of their large motor skills.

Shortcomings

- During the group singing session, a small number of the youngest pupils lose interest and consequently they miss opportunities to learn and to take part.
- When dealing with large toys, there is a tendency for children to lack purpose in their play.

Older Nursery Class (Reception 4 – 5)

- Children make good progress in their personal and social development. The great majority behave well. They concentrate appropriately on their tasks and the great majority co-operate effectively in groups. They become aware of stories from the Bible and through suitable stories, learn about friendship and care for others.
- The children's language, literacy and communication development is good. They speak confidently about their experiences and remember familiar stories. They are very eager to take part in class discussions. The great majority recognize the letters of the alphabet and their sounds, familiar words and phrases; individuals can read simple books suited to their development. They write their names and trace accurately; individuals write simple words and sentences independently.
- Their mathematical development is good. They can count to at least twenty. Through a variety of number activities, they come to recognize numbers and their value. They can carry out simple addition sums accurately. They recognize some coins and have experience of paying and giving change when role-playing in the post office. Their mathematical vocabulary develops well and they recognize 2D shapes.
- The children's knowledge and understanding of the world is very good. They discuss their family and homes enthusiastically and when discussing events in their own lives, they can draw a personal time line. They name the days of the week and the seasons, indicating what happens in the different seasons. They observe and record the weather and take photographs with a digital camera. They are aware of the work of different people; during a visit to the class by a policeman, they become aware of his work. They design and produce a variety of products, using a range of materials. Their ICT skills develop well. They control the mouse skilfully as they move objects on the screen.
- The children's creative development is good. They enjoy role-play in the playhouse and the post office. They know a variety of songs, and differentiate between slow and fast music. They use the instruments they have produced to accompany some of the songs. They mix colours and create a variety of work from their imagination in paint and other media. When making a mural, they cut and paste. They produce an appropriate variety of 3D work with clay.

- Their physical development is good. They use small items of equipment with increasing control. During physical education sessions, they move confidently, making good use of space.

Shortcomings

- There are some children who cannot read what they have written.
- There are some individuals who do not pay attention to instructions in the physical education sessions.
- Some of the play experiences are not sufficiently structured and as a result, opportunities are missed to develop skills in some areas of learning. Because some of the play experienced are not sufficiently structured, the children's skills in some areas of the curriculum are under-developed.

Welsh

At KS1, standards in listening are very good, and standards in the oral, reading and writing skills are good. Generally, standards are good. At KS2, standards are very good across all the skills.

Good features

- With a few exceptions, KS1 pupils, listen very well and understand a broad range of language. They respond appropriately to instructions and express themselves for different purposes with increasing accuracy. They speak easily about their experiences and take part confidently in varied activities, with explanations. A substantial number of them have a good vocabulary and a sound grasp of a range of basic language constructions. The ability of pupils who come from non-Welsh speaking homes to express themselves develops well.
- Standards in reading are good across the ability range. By Y2, the most able pupils read challenging books fluently and with meaning, while pupils of average ability read simpler books without difficulty. Pupils of lower ability cope with simple books and can decode the majority of unfamiliar words successfully.
- Pupils' writing skills develop well and good progress is seen throughout the key stage. The most able pupils compose cohesive paragraphs, using a number of sentence patterns. They write in different linguistic forms. The content is often interesting and the older pupils spell and punctuate with a good degree of accuracy. Although the work of pupils of average ability is less extended and has more errors, they are able to communicating effectively. Pupils of lower ability produce individual sentences and short paragraphs by repeating a small number of patterns.
- Pupils' linguistic skills develop consistently throughout KS2 as they respond to a range of valuable experiences across the curriculum. They listen with interest and contribute positively during class discussions and group activities. By Y5 and Y6, a good number of pupils respond intelligently to questions, they offer extended comments spontaneously and express and defend standpoints confidently. Pupils of all ability contribute relevantly to class discussions.
- KS2 pupils read a wide range of books and the great majority demonstrate positive attitudes towards reading. By Y5 and Y6, the most able pupils read challenging and lengthy books fluently and with suitable expression. They can discuss the plot and characters and express

opinions about their favourite books. Pupils of average ability read with meaning, while pupils of lower ability cope well with simple books which correspond to their reading age. All pupils read factual texts, from print and electronic sources, and the most able can select important facts and express them in their own words. They begin to appreciate poetical texts, analysing content and expression and using suitable terms.

- Pupils produce a broad and varied range of written work across the curriculum for different purposes. They accurately use the concise forms of the verb and use adjectives and comparisons to enhance their expression. A core of pupils in each year write engagingly. By Y5 and Y6, they compose lengthy stories, polished and entertaining pen pictures, appropriate formal and informal letters, scripts, poems and diaries. The older pupils have a rich vocabulary and a sound grasp of constructions and idioms. The content of their work is interesting and mature.
- The written work of pupils of average and lower ability is often interesting and shows progress in terms of its content and accuracy of expression.

Shortcomings

- The reading of some pupils of average and lower ability at KS1 is syllabic and lacks expression. They do not use punctuation marks to help their expression.
- Errors in spelling and punctuation impair the written work of a significant minority of pupils. The grammatical exercises undertaken by pupils do not always correspond to their needs.

English

English is introduced officially at KS2. Standards in listening and oral work are very good and standards in reading and writing are good. Generally, standards are good. A group of Y5 and Y6 pupils achieve very good standards.

Good features

- A substantial majority of the pupils speak confidently and contribute relevantly and spontaneously to discussions during English lessons. They communicate with ease when answering and asking questions and when expressing and justifying standpoints. By Y5 and Y6, pupils possess rich language resources and they begin to become aware of formal and informal language registers.
- Pupils' reading standards are consistently good. The most skilful readers read profusely in school and during leisure time. They discuss books confidently and can compare a book with a film made of it with understanding. Pupils of average and lower ability read books that correspond to their reading age meaningfully and make progress.
- A substantial number of pupils gather information from reference books and from the Web, and use it purposefully. Pupils' higher reading skills are of a good standard.
- In Y3, pupils can write individual sentences and short paragraphs. Some pupils construct detailed and extensive descriptive paragraphs. Consistent progress is seen in the range and quality of written work throughout the key stage. By Y5 and Y6, a substantial minority can write factually and creatively, using a range of linguistic forms. They appreciate poetry, expressing opinions clearly. The language of the older pupils is powerful and accurate, they

use interesting adjectives and comparisons and produce effective dialogue. The standard of this work is very good. Pupils of average ability produce the same range of work; in relation to their ability, the work is of a good standard. Pupils of lower ability write relevantly and extensively and their work shows good progress from year to year.

- The quality of pupils' handwriting is generally good.

Shortcomings

- The oral presentations of some pupils lack confidence and are short; they rarely offer spontaneous comments.
- The reading of a small minority of average and lower ability pupils is syllabic and lacks expression. They insist on decomposing words which are familiar to them, and they do not use punctuation marks to help them.
- The spelling and punctuation of a significant minority of pupils is inconsistent.

Mathematics

Standards in mathematics are good at KS1 and very good at KS2.

Good features

- At KS1, pupils have a good understanding of number and place value. They recognize and discuss odd and even numbers confidently.
- Pupils recognize a broad range of 2D and 3D shapes and use mathematical vocabulary accurately when describing them.
- They handle data accurately, recording in table and block graph forms, and they discuss their work confidently.
- They deal with money, recognize the different coins and can give change easily.
- At KS2, the great majority of pupils understand place value and deal effectively with the processes of the four rules on paper.
- A good number of the pupils gather data, and record accurately in table, block and line graph form. Their understanding of the features of 2D and 3D shapes is very good and they can find the surface of different shapes easily.
- A large number of pupils at the top of the school deal confidently with scales and they use mathematical terms accurately and appropriately.
- The large majority of pupils have a sound grasp of a good range of mental strategies.

Shortcomings

- At KS1, pupils are over-dependent on prepared sheets.

Science

Standards of achievement are good at KS1 and KS2.

Good features

- At KS1, pupils can distribute, sort and compare materials according to their features, referring to characteristics such as transparent, hard, soft or strong.
- Pupils understand that a great deal of everyday equipment uses electricity and they build simple circuits which include batteries, wires and bulbs.
- They make simple predictions when planning an investigation, observe carefully and use their observations to make simple comparisons.
- KS2 pupils have a sound understanding of an electrical circuit. They can name and sort materials that conduct electricity and know that specific materials act as insulators. They use the right terms confidently when discussing their work.
- The vast majority of pupils can describe the properties of different materials effectively. They differentiate between solids, liquids and gases, and they have an understanding of the reversible processes, appropriately using the correct terminology such as dissolve, melt, freeze and evaporate.
- Pupils have a broad and thorough knowledge of life processes and can name and explain the functions of the main organs in the body. They understand the need for a balanced diet for keeping the body healthy.
- When undertaking experiments, they predict effectively and show a good awareness of the need for a fair test and for safety when experimenting.
- They form conclusions, and record results in tables and block and line graph forms.

Shortcomings

- Because of pupils' overdependence on guidance from teachers, they do not design and undertake experiments with sufficient independence.

Design and technology

Standards are very good in both key stages.

Good features

- At KS1, pupils experiment and work with a wide range of materials when making various products.
- Their ability to handle simple equipment confidently is good. They are aware of the need to work safely.

- They can cut, shape, and join a range of materials and their techniques when measuring, marking and cutting are good. Pupils know that some materials are more suitable than others for making certain products.
- They describe appropriately the different techniques used when producing mobile vehicles and electrical characters, as well as textile work and food.
- They choose suitable materials for a task, and show creativity in finishing and decorating the finished article. They follow their plan and discuss their work confidently; they appraise their work sensibly.
- At KS2, pupils use a full range of techniques, processes and resources confidently when designing and making.
- In Y3 and Y4, pupils gather detailed information by investigating and appraising ready-made products before starting to design and make games.
- When undertaking work with textiles, they discuss the suitability of different materials with understanding, test the strength of different seams and experiment with various stitches in order to produce a purse or pencil case.
- They co-operate well in groups to make a moving character, concentrating on the effect of air or levers on its movement. They decide which equipment to use, and discuss the suitability of the materials chosen.
- Pupils' knowledge of the properties of materials and their suitability for the task at hand is good. They make purposeful use of simple mechanisms and electrical circuits and can discuss the essentials of a strong structure.
- They have a clear understanding of the requirements of a task, choose suitable materials and equipment, and work in an accurate and organised way.
- By Y6, pupils create control models which include lights controlled by a computer.

Shortcomings

There are no significant shortcomings.

Information Technology

Standards are satisfactory at KS1 and KS2.

Good features

- At KS1, pupils use a word processor and can redraft and correct work with support. They use the mouse successfully when controlling screen commands.
- Pupils use drawing programs to produce work of a good standard.
- By the end of KS1, the most confident pupils can load programs from a CD-ROM to use them to reinforce number work, and their ability to use specific software to reinforce subject skills is satisfactory.

- At KS2, pupils use IT software to convey ideas and information in the form of text and pictures.
- They can use a painting program effectively to produce pictures and patterns.
- They use a database successfully to record the results of experiments and to produce graphics.
- In Y6, pupils have developed a good range of ICT skills, including the use of PowerPoint and World Wide Web.

Shortcomings

- There is no consistent progress in pupils' skills throughout both key stages.
- The range of work is very limited and pupils lack confidence when using computers.
- KS2 pupils cannot use the computer for investigating and solving problems.
- They produce some graphs, but the ability of the older pupils to organise, interrogate and analyse the data shown has not developed sufficiently.

History

Standards are very good in both key stages.

Good features

- When studying old tools and toys, together with changes in their own lives, KS1 pupils have a very good awareness of time and of change over time. They use suitable vocabulary to describe the passage of time.
- By describing and comparing houses from different periods, and customs in former times with today, they become aware of the difference between the present and the past.
- A good number of Y2 pupils are aware that the past is divided into different periods of time, and they have detailed knowledge of the stories presented to them from different periods. They show sympathy for children who had to work in unfavourable conditions in the Victorian Age, and express strong opinions on the unfairness of the system.
- They know the history of some important characters in the history of Wales, such as William Morgan, and they have a good awareness of the significance of their contribution.
- Pupils' knowledge and understanding of history develops throughout KS2. When studying different periods, from the Stone Age to the history of the Celts and on to the Tudor period and the Modern period, the large majority of pupils can place them in chronological order. They show detailed knowledge of the main characters in the different periods, together with their contribution to life in their day. By composing newspaper articles, diaries and letters, they show sympathy with those who suffered injustice. By Y5 and Y6, the most able pupils show some understanding of the link between cause and effect.
- Throughout KS2, pupils show a very good knowledge of important events and characters in the history of Wales, from Caradog and Buddug to O.M. Edwards. Educational visits to places of historical significance, such as Celtica, Henllys Castle, St Fagan and Aberystwyth Castle, have confirmed their grasp of local history and the history of Wales.

- The most able pupils in Y5 and Y6 show a very good understanding of different information sources, including the oral tradition, documents, books and the contribution of archaeologists. They begin to become aware of the difference between opinion and prejudice, and to recognize contradictory evidence.
- The older pupils make consistent use of print and electronic sources when gathering and selecting relevant material for their studies.

Shortcomings

There are no significant shortcomings.

Geography

Standards are very good at both key stages.

Good features

- KS1 pupils' knowledge of their local area is very good. They can describe its main geographical features and express simple opinions on the quality of the environment in the area. They sensibly discuss safety in the environment and what attracts people to their area, identifying simply who in particular will benefit from the tourists.
- When discussing a nearby village, they begin to recognise some differences and can compare this area with their own, expressing simple opinions.
- They can locate their town on a map of Wales and name some of the main geographical features of the country.
- The youngest pupils in KS1 understand the difference between a picture and plan and can make draft plans of familiar places.
- By Y2, pupils' mapping skills are good and they can use simple co-ordinates to note locations on a grid.
- Pupils have a good knowledge of the weather and make accurate use of symbols to identify different kinds of weather. They discuss the weather overseas, comparing the weather there with weather in the United Kingdom.
- At KS2, the majority of pupils can read maps; they use four and six figure grid references confidently to read locations on an ordnance map.
- Pupils have a good knowledge and understanding of their local area. They discuss changes that have occurred over a period of time and the effect these have had. They express opinions very effectively on the changes recorded.
- Following a visit to the country, they express strong views on the effect that visitors have on the countryside. They produced an effective dialogue between farmers and a walkers, and go on to devise rules to protect the area.
- Following a visit to a nearby wind farm, pupils expressed mature opinions about them and produced interesting arguments for and against.

- When studying a less economically developed country, the older pupils make appropriate comparisons between that country and Wales, and between the area studied and their own area. They can compare in detail the nature of the environment, the economy, the way of life and the weather in both countries.

Shortcomings

There are no significant shortcomings.

Art

Standards are very good in both key stages.

Good features

- At KS1, pupils experiment confidently with visual effects, such as line, tone, colour, pattern and texture. They use a good range of materials, equipment and processes effectively. Their control of a number of techniques develops well as they draw and paint from observations and from memory.
- Pupils make a range of 2D and 3D objects and images, using a variety of materials, equipment and processes. They use a computer program to create colourful and interesting pictures.
- The pupils are aware of the work of Welsh artists. They can simulate the style of Cefyn Burgess by using different kinds of paper, paint, pastels and crayons to create a collage of different chapels in the area. The work is effective and pupils can explain the process and style, using simple terms to express opinions on the work as a whole.
- At KS2, pupils produce pictures of a good quality. The large majority can discuss line, tone, colour, pattern, texture, shape and form confidently, and apply their knowledge when designing and making objects and images.
- Pupils respond practically and imaginatively to the methods and ideas of other artists, including artists from Wales. They discuss various styles with confidence. They take pride in their work and discuss it confidently.
- Following a broad discussion on caricatures and cartoons, pupils chose a person to make a caricature of, and produced interesting and effective work showing personal style and imagination.
- After listening to music and working with an artist, pupils produced interesting murals that showed their understanding and confidence in expressing their ideas. When dealing with different periods in history, pupils can create an effective collage and mosaic.
- Pupils work with clay and create interesting models and objects. The school takes advantage of the art department in the nearby secondary school to fire the clay work.

Shortcomings

- At KS1, pupils' ability to use art vocabulary when discussing their work has not been fully developed.

Music

Standards are good at KS1 and very good at KS2.

Good features

- The quality of singing at KS1 is good. Pupils know a good range of suitable songs and hymns and learn new songs quickly. When singing they pay attention to breathing and dynamics.
- As part of design and technology work they have designed musical instruments. They know how to play the instruments and use them as part of the accompaniment for their songs.
- They beat the rhythm of names of characters from a story accurately and follow visual rhythm from a graphic score confidently.
- They use the voice and parts of the body to keep a consistent beat. They can compose two different rhythms and perform them, using unpitched instruments.
- The eldest pupils at KS1 compose four beat rhythms and follow notation when performing it with unpitched instruments.
- They use a computing program to compose simple melodies. They work in pairs, and produce interesting work.
- The quality of singing at KS2 is very good. They sing confidently in three voices and pay attention to phrasing, pitch, breathing and dynamics. The valuable experiences that a substantial number of pupils have of singing in concerts and festivals contribute very well to standards in the subject.
- Every pupil at KS2 learns to play the recorder; they achieve a good standard. They come to read notation and to understand about timing, tempo and dynamics. As their ability to play the descant recorder develops, they transfer to playing the treble and tenor recorder and perform effectively in three voices.
- Following listening to and discussing a piece of music, a rap was composed, using the voice and unpitched and pitched instruments. This work was effective and interesting.
- In response to a stimulus, pupils compose appropriate music, concentrating on the musical elements. They use the voice and different instruments, including an electronic keyboard. They listen to each other's performances, appraise them and refine their work before moving on to record it.

- A number of pupils have instrument lessons. They have opportunities to perform in the school's orchestra. This also leads to raising standards in the subject.

Shortcomings

- At KS1, pupils' ability to appraise their own musical compositions and performances is not sufficiently developed.

Physical education

On the basis of the gymnastics lesson and the sports clubs observed, physical education is good at KS1 and very good at KS2.

Good features

- Across both key stages, the great majority of pupils work hard physically. They listen intently to instructions, and concentrate when working.
- Throughout KS1, pupils prepare with the minimum of assistance, and dress appropriately for the subject.
- They make good use of space and move confidently, linking movements and shapes well. They work effectively in pairs.
- At KS2, pupils have a very good knowledge of various basic shapes in gymnastics and can vary their movements confidently.
- They combine movements and shapes effectively, making good use of space; they show discipline and perseverance.
- They appraise their own performance and that of other pupils with confidence.
- The older pupils reach very good standards in competitive sports, and they have experienced success in various competitions at local, county and national level.

Shortcomings

- Some individuals at KS1 have difficulty listening, and this impairs the quality of their performance.

Religious education

Standards are very good in both key stages.

Good features

- KS1 pupils are aware of the importance of rules and can note the effects of breaking rules at home and in school.

- They can differentiate between the creations of God and man. They realize that each person is different and valuable, and that we should respect people who look and believe differently from us. Their understanding is very good.
- Pupils have detailed knowledge of Bible stories and can rewrite them in their own words. They are aware that the Bible is a sacred book and that other religions have their own special books.
- They understand that prayer means talking to God, and they compose their own simple prayers which arise from their personal experiences. This work is of a very good standard.
- When studying celebrations, pupils become aware of the celebrations of different religions. They know about Hindu and Sikh festivals, and their understanding of Christian festivals and ceremonies is reinforced by visits to a local chapel.
- They know stories that are relevant to the religious tradition of Wales, such as Mari Jones.
- KS2 pupils realize that Christianity is the main religion in Wales, and they can talk about some of the features of Christian life and describe a religious service very effectively.
- They show increasing knowledge of other religions and know about the common and different features of these religions, including Judaism. A visit to a mobile Mosque, built in the school hall, was a way of providing pupils with direct personal experiences, and their understanding of different ways of worshipping was reinforced.
- Pupils have been studying the Lord's Prayer phrase by phrase, and a good number of Y5 and Y6 pupils have a mature understanding of the prayer. They know many of Jesus' parables; they can explain them in their own words and see their relevance to their own lives.
- In their study of different religions, pupils come to understand the importance of self-discipline and can identify examples of this in different religions. They realize how difficult it is to achieve this in their personal lives. They show very mature attitudes.
- Pupils produce a range of factual and creative written work of a very good standard which attests to their detailed knowledge and understanding of the ideas and principles that they study.
- Pupils show an increasing understanding of the need to be grateful and appreciative. They are aware that there are others less fortunate than them, and they show concern for them by supporting philanthropic causes.

Shortcomings

There are no significant shortcomings.

8. IMPROVING THE SCHOOL

8.1 Progress Since the Last Inspection

Five key issues were identified in the last report. The school has responded fully to three of them and partly to the other two.

- Apart from IT, where standards are satisfactory, the school has successfully maintained the high standards and the effective teaching identified noted in the last report.
- By now, the SDP is a practical and effective document, which is the result of a whole school monitoring and evaluation process. It identifies priorities, responsibilities, resources, budget allocation and criteria for success. The implementation of the plan is evaluated and updated annually and it gives provides the school with a clear sense of direction.
- The school has rationalised and standardised its assessment systems and the curricular plans now identify assessment opportunities. However, insufficient use is made of assessment information when planning tasks to meet the needs of individual pupils.
- A school policy has been prepared which offers guidance on the way teachers should mark and respond to pupils' work. Some teachers implement the policy consistently and effectively, but examples remain of superficial and purposeless responses. To date, the school has not established a process of self-assessment by pupils. This remains a key issue.
- The school now makes effective and efficient use of space and of time.

8.2 Key Issues for Action

The school needs to:

- continue to maintain the good and very good standards currently in place, as well as the high quality of teaching;
- raise the satisfactory standards in IT by continuing to develop pupils' skills and using them consistently across the curriculum in order to foster their independent use;
- ensure that the assessment information gathered has a direct influence on the tasks set for pupils, and foster pupils' ability to self-assess their progress;
- prepare and implement a home-school agreement according to the statutory requirements.

APPENDIX

School Data

A. Background knowledge about the school

Name of school	Ysgol Gymraeg Aberystwyth
Type	LEA Maintained
Age range of pupils	3 – 11
Address of school	Plascrug Avenue Aberystwyth
Postcode	SY23 1HL
Telephone	01970 617 613

Name of Head	Mr R. C. Williams
Date of appointment	April 2001
Chair of Governors	Ms Mair Williams
Registered Inspector	Mr Gareth Davies Jones
Date of inspection	10 – 12 February, 2003

B. Data and school indicators

<i>Number of pupils in each year group</i>									
Year Group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	31	41	47	32	34	48	34	35	302

<i>Number of teachers</i>			
	Full-time	Part-time	Full-time equivalent
Number of teachers	13	1	13.8

<i>Staffing information</i>	
Pupil:teacher ratio (fte), (apart from nursery and special classes)	22.5:1
Child:adult ratio (fte), nursery only	11.6:1
Size of classes on average, apart from nursery and special classes	24.6
Teacher (fte):class ratio	1.15:1

<i>Percentage of attendance for three terms before the inspection</i>				
	Reception	KS1	KS2	Whole School
Term 1	96.2	95.7	95.7	95.4
Term 2	95	96.7	96.6	96.6
Term 3	96	97	97	96

Number of pupils suspended for the previous 12 months	0
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C. Results of NC assessments and public examinations

END OF KEY STAGE 1: 2002

Results of National Curriculum Assessments KS1: 2002			Total number of pupils Y2: 32					
Percentage of pupils at each level			D	W	1	2	3	4
WELSH	Teacher Assessment	School				53	47	
		National		2	12	62	23	
WE: Oral work	Teacher Assessment	School				53	47	
		National	1	2	12	62	23	
WE: Reading	Teacher Assessment	School			7	40	53	
		National	1	2	17	56	24	
WE: Writing	Teacher Assessment	School			10	80	10	
		National	1	3	21	64	11	
MATHEMATICS	Teacher Assessment	School				77	23	
		National		2	9	60	29	
SCIENCE	Teacher Assessment	School				63	37	
		National		2	10	67	21	

Percentage of pupils reaching at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	100%	In Wales:	81%

D Pupils who are exempt under statutory arrangements from part or whole of the National Curriculum
W Pupils working towards level 1

END OF KEY STAGE 2: 2003

Results of National Curriculum Assessments KS2: 2002			Total number of pupils Y6: 41									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	-	-	-	-	-	-	12	22	66	-
		National	-	-	-	-	-	-	19	48	25	-
	Test/Task	School	-	-	-	-	-	-	10	24	66	-
		National	-	-	-	-	-	-	14	47	30	-
Welsh	Teacher Assessment	School	-	-	-	-	-	-	2	51	47	-
		National	-	-	-	-	1	4	24	49	21	-
	Test/Task	School	-	-	-	-	-	-	2	51	50	-
		National	-	-	-	-	-	3	22	48	23	-
Mathematics	Teacher Assessment	School	-	-	-	-	-	-	7	30	63	-
		National	-	-	-	-	1	4	20	47	28	-
	Test/Task	School	-	-	-	-	-	-	5	27	68	-
		National	-	-	-	-	-	4	18	42	32	-
Science	Teacher Assessment	School	-	-	-	-	-	-	-	24	76	-
		National	-	-	-	-	-	3	15	52	29	-
	Test/Task	School	-	-	-	-	-	-	-	20	80	-
		National	-	-	-	-	-	2	13	51	31	-

- D Pupils who are exempt under statutory arrangements from part or whole of the National Curriculum
A Pupils who have failed to register a level due to absence
F Pupils who have failed to register a level due to reasons apart from absence
W Pupils working towards level 1

Percentage of pupils who reached at least level 4 in mathematics, science and either English or Welsh (first language)			
Through Teacher Assessment		Through Test	
In the school:	97	In the school:	98
In Wales:	68	In Wales:	68

D. Basis of evidence for the inspection

The school was inspected for a period of three days by a team of three team inspectors and one lay inspector. During the period:

- 73 lessons or parts of lessons were attended, sharing the time fairly equally between classes;
- discussions took place on their work with pupils, the head, all teaching staff and the support staff;
- pupils were asked in detail about their knowledge and understanding of the curriculum;
- a wide range of pupils was heard reading in Welsh and English;
- samples of pupils' work completed during the current term and previous terms were inspected;
- all school documents were studied;
- the School Development Plan was examined in detail;
- attendance registers and pupils' assessment records were studied;
- detailed attention was given to the school budget;
- inspectors were present during the morning services;

- a parents' meeting was attended where 40 parents were present, and 136 parent questionnaires were returned for analysis;
- two formal meetings were held with the governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects
Gareth Davies Jones	Registered Inspector	1, 2, 3.1, 3.2, 5.1, 5.3, 6.3, 8.1, 8.2	Welsh, English, History, Religious Education
Rhianwen Huws Roberts	Team Inspector	4.1, 5.5, 6.1	Design and technology, Art, Music, Geography, Education under five
Glyn Roberts	Team Inspector	5.2, 5.4, 6.2	Mathematics, Science, Information Technology, Physical Education
Griff Charles Morris	Lay Inspector	4.2, 4.3, 5.6, 5.7, 6.3	

The Inspectors wish to express their thanks to the school's governors, head, staff, pupils and parents for their willing co-operation during the inspection.