

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

A Report on the Quality of Education in

**Ysgol Bro Tryweryn
Frongoch
Y Bala
Gwynedd
LL23 7NT**

School Number: 6612214

Date of Inspection: 08/12/08

by

**Wil Williams
67644**

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

The inspection of Ysgol Bro Tryweryn took place between 08/12/08 and 10/12/08. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 The school is located in the small village of Frongoch near Bala. The school serves the village of Frongoch, the hamlet of Tal y Bont and the areas of Cwmtirmynach and Arenig. All of these areas are strongly Welsh in both language and culture.
- 2 Children are admitted to school on a full-time basis following their fourth birthday. There are currently 26 full-time pupils on the school register. They are taught in two mixed age classes by the head teacher, a full-time teacher and by two part-time teachers.
- 3 Welsh is the main language spoken in the homes of approximately 88% of pupils but the school believes that all pupils now speak Welsh to first language standard.
- 4 The school is of the view that the area it serves is neither prosperous nor economically disadvantaged. 4% of pupils are entitled to receive free school meals, a figure that is considerably lower than county and national percentages.
- 5 There are no pupils 'looked after' by the local authority and neither are there any from a minority ethnic background.
- 6 The children admitted to the school encompass the full range of ability and this is confirmed in the Baseline Assessment. Approximately 8% of pupils have additional learning needs (ALN), and this is much lower than county and national averages.
- 7 The school was selected in September 2004 as a pilot school for developing the Foundation Phase in the primary sector. As a result, the requirements of the National Curriculum (NC) are not implemented in key stage 1 (KS1).
- 8 There have been no significant changes in the nature of the school since it was last inspected in the summer of 2002.

The school's priorities and targets

- 9 The aim of the school is to create a happy school that ensures that every child achieves their full potential.
- 10 According to the current School Development Plan (SDP), the school's main priorities for 2008-2009 include to:
 - revise all the schemes of work in order to incorporate the requirements of the 2008 Curriculum;
 - implement the principles of assessment for learning in order to develop pupils' ability to evaluate their own work;
 - join the Gwynedd Healthy Schools scheme;
 - develop pupils' thinking and problem solving skills; and
 - draw up and adopt a fair trade policy.

Summary

- 11 The school achieves its aim of creating a happy school that ensures that every child achieves their full potential. The standards achieved in almost all areas of learning and subjects inspected are good with outstanding features.
- 12 A wide range of learning experiences are provided for all pupils. The school is a happy and caring community in which each individual is valued and well supported by adults.
- 13 The head teacher's outstanding leadership and management are a crucial factor in the success of the school. She succeeds in harnessing the commitment of staff, pupils, parents and governors to very good effect in order to provide a strong sense of purpose and direction to the development of the school.

Table of grades awarded

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

- 14 The school's judgement in its self-evaluation agrees with the findings of the inspection team in each of the seven key questions.

Standards and progress

- 15 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
100%	0%	0%	0%	0%

- 16 Standards in lessons are much higher than those in the national picture as published in the latest Annual Report of Her Majesty's Chief Inspector (HMCI) that states that standards are Grade 1 in 10% of lessons and are Grade 2 in 70% of lessons.

- 17 The overall quality of the educational provision for under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase.
- 18 Standards in the areas of learning inspected in the foundation phase are as follows:

Personal and social development, wellbeing and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 2

- 19 The standards achieved in the areas of learning and subjects inspected in KS2 are as follows:

Areas of learning	Key Stage 2
Science	Grade 1
Art and design	Grade 1
Physical education	Grade 1
Religious education	Grade 1

- 20 Pupils of all ages, including those with ALN, succeed in their work.
- 21 The key communication skills of pupils of all ages are good with outstanding features. Their mathematical and information and communications technology (ICT) skills are good. They make good progress in their bilingual skills.
- 22 From an early age, pupils make outstanding progress in their investigative and problem solving skills.
- 23 In the National Curriculum (NC) assessments over the last three years the school's performance was amongst the 25% highest performing of similar schools.
- 24 The progress pupils make in their personal, moral, social and cultural development and in their learning skills is good with outstanding features. They behave well, respect each other and exhibit honesty and fairness in all their involvement with each other. They work at the optimum level of their ability and display high levels of motivation. They make outstanding progress in their ability to work independently.
- 25 Average levels of attendance for the three terms prior to the inspection were over 95% which is higher than county and national percentages.

The quality of education and training

- 26 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%	0%	0%	0%

- 27 These percentages are much higher than the national picture that reports that the quality of teaching is Grade 1 in 14% of lessons and Grade 2 in 66% of lessons.

- 28 Outstanding features to the teaching include teachers' thorough knowledge of the areas and subjects they teach, the use of highly inventive and well-structured methods that ensure that pupils enjoy their lessons and the opportunities they receive to work together on problem solving skills.
- 29 The quality of assessment, recording and reporting to parents is good with outstanding features. The arrangements are manageable and correspond to learning aims and objectives. Teachers know their pupils very well and use a range of suitable methods when forming judgements on standards.
- 30 The quality of the annual reports to parents is good. The practice of encouraging parents to provide written responses to their children's reports is an outstanding feature.
- 31 The learning experiences fulfil the needs and aspirations of each learner by providing a broad, balanced and differentiated curriculum. The school ensures that every pupil receives full access to all the learning experiences provided.
- 32 A rich and stimulating range of learning experiences is provided for foundation phase children. The activities are exciting and the planning is very thorough.
- 33 The school has reviewed and modified a number of its subject based schemes in order to respond to the requirements of the 2008 Curriculum. Their quality is outstanding, but to date not all schemes have been updated.
- 34 The numerous educational visits enhance the pupils' knowledge and understanding in a variety of subjects and strengthen links with the local community.
- 35 Pupils' bilingual proficiency is developed increasingly and the provision is good. There are minor shortcomings in the planning for developing oral skills in English.
- 36 The standard of communication between the school and home is good with outstanding features. There are good links and a good partnership with other primary schools and with the catchment secondary school and with the community and various local institutions and places of worship.
- 37 Provision for promoting the development of enterprise skills, sustainable development and global citizenship is good with several outstanding features.
- 38 The personal support and guidance offered to pupils is outstanding. The school is a happy and caring community in which pupils feel that they are valued and well supported by adults.
- 39 Every pupil receives access to a personal and social education (PSE) programme which is of outstanding quality. The high priority given to the mental, physical and emotional needs of the individual makes a key contribution to the family ethos created throughout the school.
- 40 There are effective arrangements for ensuring pupils' wellbeing and enabling them to be healthy. Priority is given to promoting healthy eating and good opportunities are provided for pupils to improve their fitness levels. There are detailed health and safety procedures together with an appropriate child protection policy.

41 There is good provision for pupils with additional learning needs.

Leadership and management

- 42 The quality of leadership and management at the school is outstanding. The head teacher and staff have a strong personal commitment to the school's success and regularly explore means of raising standards and improving the quality of provision.
- 43 The governors fulfil their responsibilities effectively and play an active role in all strategic decisions at the school.
- 44 There are several outstanding features to the quality of the arrangements for self-evaluation and planning for improvement. The school operates a comprehensive programme that draws on evidence from various sources.
- 45 The school has made good progress in acting on the three key issues identified in the 2002 report.
- 46 Levels of staffing and resources are good and lead to effective class organisation and teaching. There is sufficient space in the building and it is used effectively by pupils and teachers. The outdoor area provided for the foundation phase is an outstanding learning and teaching resource.
- 47 The school's resources are managed and used effectively and efficiently ensuring value for money.

Recommendations

48 The school needs to:

- A1 *complete the task of updating and revising the schemes of work; and
- A2 plan more purposefully for the development of English oracy skills.

*Identified as priorities in the current SDP

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

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

50 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
100%	0%	0%	0%	0%

51 Standards in lessons are much higher than those in the national picture where it is reported that standards are Grade 1 in 10% of lessons and are Grade 2 in 70% of lessons.

52 Pupils of all ages achieve outstanding standards in almost all the areas and subjects inspected.

53 The overall quality of the educational provision for under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase.

54 Standards in the areas of learning inspected in the foundation phase (FP) are as follows:

Personal and social development, wellbeing and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 2

55 The standards achieved in the areas of learning and subjects inspected in KS2 are as follows:

Areas of learning	Key Stage 2
Science	Grade 1
Art and design	Grade 1
Physical education	Grade 1
Religious education	Grade 1

56 Pupils succeed in their work, regardless of their social or linguistic background. Pupils with ALN make good progress and achieve the personal targets set for them.

57 The communication skills of pupils of all ages are good with outstanding features. They communicate confidently and effectively with other pupils and with adults, using good and extended vocabulary. They have a sound grasp of the technical terms of the areas of learning and make purposeful use of their reading skills to

gather information from various sources. They make good progress in their ability to write for different curricular purposes.

- 58 Across the school, pupils use their mathematical knowledge, skills and understanding in a wide range of situations. They make skilful and confident use of ICT and software to support their work.
- 59 From an early age, all pupils make outstanding progress in their investigative and problem solving skills.
- 60 Pupils make good progress in their bilingual skills. By the beginning of KS2, all pupils use Welsh and English confidently as a medium of learning.
- 61 In the NC assessments over the last three years, every pupil in KS2 attained Level 4 or above in Welsh, English, mathematics and science with a good percentage attaining Level 5 in all four subjects. The school's performance was in the 25% highest performing schools with a similar percentage of pupils entitled to receive free school meals. There is no discernable difference between the performance of boys and girls.
- 62 As KS1 pupils follow the foundation phase scheme of work, they are not included in NC assessments.
- 63 The progress pupils make in their learning is good with outstanding features. They respond enthusiastically and confidently to the challenge of learning new information or skills. They learn from their mistakes and discuss the strengths and weaknesses of their work in an intelligent and mature fashion, making suggestions as to how to improve it.
- 64 Pupils of all ages work at the optimum level of their ability. They are wholly committed to their tasks, work hard and persevere with the task in question for an extended period of time. They are alert to asking and answering questions and show high levels of motivation. They work productively and make effective use of their time.
- 65 The progress pupils make in their personal, moral, social and cultural development is good with outstanding features. They behave well, are courteous to each other, to staff and visitors and exhibit particularly high levels of self-discipline.
- 66 When engaged in group tasks, pupils listen attentively to each other's opinions and come to a consensus as to the best way to move the work forward. They respect each other and exhibit honesty and fairness in all their involvement with other pupils and with adults.
- 67 Pupils make outstanding progress in their ability to work independently. From an early age, they make their own decisions when selecting activities, and seek assistance only when required. By KS2, pupils organise their own work, engage confidently in problem solving tasks and take personal responsibility for their work. These elements make a major contribution to sharpening pupils' learning skills and to raising standards.

- 68 Pupils of all ages respect the diversity of beliefs, attitudes and social and cultural traditions and have a good understanding of equal opportunity issues and of fairness.
- 69 The frequent visits made by pupils to the local community and to other places of interest associated with class work make a major contribution to expanding pupils' understanding of their own community and of the workplace.
- 70 Average levels of attendance for the three terms prior to the inspection were over 95% which is higher than county and national percentages. All pupils attend school regularly and arrive punctually at the beginning of the day.

The quality of education and training

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

Grade 1: Good with outstanding features

- 71 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 72 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%	0%	0%	0%

- 73 These percentages are much higher than the national picture that reports that the quality of teaching is Grade 1 in 14% of lessons and Grade 2 in 66% of lessons.
- 74 The teaching fulfils the needs of all pupils and the requirements of the foundation phase and the NC.
- 75 In all lessons, the working relationship between teachers and pupils is consistently good and there are high expectations in terms of concentration and self-discipline. There is a clear focus on learning objectives that are shared with pupils and checked firmly at the end of lessons. Previous knowledge is reinforced effectively and good support is given to individuals and groups to complete their tasks. There is sound class organisation and an appropriate pace to all lessons.
- 76 Good attention is paid to the needs of all pupils and there is no discrimination on the grounds of gender, race or ability.
- 77 The outstanding features to the teaching include;
- imaginative strategies that are used in the foundation phase class to ensure that children are active in their learning and that they receive regular opportunities to make decisions and to work outdoors;
 - teachers' thorough knowledge of the subjects and areas they teach and the attention given to new initiatives such as problem solving and thinking skills;
 - the use of highly inventive and well structured methods to ensure that pupils enjoy their lessons and a very sound understanding of the skills in question;

- tasks and questions that encourage pupils of all ages to express opinions, to make their own choices and to communicate orally very effectively;
- the opportunities provided to develop pupils' ability to work together in order to solve problems and to think and to evaluate their own work and that of their peers; and
- resources and practical activities of outstanding quality that deepen pupils' understanding.

- 78 The quality of assessment, recording and reporting to parents is good with outstanding features. The arrangements are manageable and conform to learning aims and objectives. Teachers know their pupils very well and use a range of appropriate methods when making judgements on standards.
- 79 The quality of assessment for foundation phase children is outstanding. The detailed information collected through the baseline assessments and through regular observation and recording, is used very effectively to plan work for the future and to monitor the children's wellbeing.
- 80 Throughout the school, regular assessments are undertaken. They are accurate and consistent and teachers use them to monitor the progress of individual pupils and to ensure that suitable provision is made for them.
- 81 The detailed records kept of the educational development of every pupil together with details of their social achievements and behaviour provide teachers with a clear picture of pupils' progress over a period of time. Purposeful use is made of the assessments and data to set targets for each pupil and to plan and improve the learning. Detailed records are kept of the progress of pupils with ALN.
- 82 The school works closely with other catchment schools to standardise pupils' work and moderate teachers' assessments.
- 83 Pupils' work is marked on a regular basis and constructive comments and guidance are made on how to make improvements. The comments are effectively linked to the criteria for success that are often included at the beginning of the written tasks.
- 84 An outstanding feature to the school's self-assessment arrangements is the way pupils, teachers and parents co-operate during the process of target setting. Pupils are confident in discussing and setting their own personal targets and are able to justify their choice in a very mature way. This has a positive impact on the learning.
- 85 The quality of the annual reports to parents is good and they contain clear information about their children's progress and efforts. They also provide information about their social development and targets for future progress. The practice of encouraging parents to provide written responses to their children's reports further strengthens the close partnership between home and school. This is an outstanding feature.

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

Grade 1: Good with outstanding features

- 86 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 87 The learning experiences fulfil the needs and aspirations of each learner by providing a broad, balanced and differentiated curriculum. The school ensures that every pupil receives full access to all the learning experiences provided and that it fully conforms to statutory requirements.
- 88 A rich and stimulating range of learning experiences is provided for foundation phase children. The activities are exciting and are planned effectively and lead naturally to the NC programme of study in KS2.
- 89 The school has reviewed and modified a number of its subject-based schemes in order to respond to the requirements of the 2008 Curriculum. The long and short term planning is thorough and clear and it promotes continuity and progression. Subject-based provision often overlaps, and this strengthens and reinforces key knowledge and understanding. In addition to matching work to the needs and abilities of individual pupils, an outstanding feature is the strong emphasis placed on developing pupils' thinking and problem solving skills.
- 90 There is careful planning for introducing the basic skills and very thorough attention is given to the development of key skills. Across the age ranges, there are numerous opportunities in the life and work of the school, and in a wide range of subjects, to develop their Welsh communication skills in a correct and extended manner. This is an outstanding feature of the provision.
- 91 Educational visits to the local area and to places of interest enhance pupils' knowledge and understanding in a variety of subjects and strengthen links with the local community.
- 92 Pupils' bilingual proficiency is increasingly developed and the provision is good. There are minor shortcomings in the planning for developing oral skills in English.
- 93 The Cwricwlwm Cymreig features strongly in all aspects of the life and work of the school. There is a wide range of opportunities to raise pupils' awareness of their heritage and culture on a local level and beyond.
- 94 The School Council is an effective means of enabling pupils to influence decisions on their wellbeing and their environment.
- 95 There is thorough planning for personal and social education (PSE) and it contains valuable features such as drugs programmes, health care, discussing feelings and supporting and encouraging acceptable behaviour. Circle time promote these aspects in a sensitive manner and enables pupils to discuss spiritual and moral issues that are relevant to them at the school.
- 96 The periods of collective worship are of good quality and fulfil statutory requirements.
- 97 The school has good links with parents and this was reiterated at the parents' pre-inspection meeting with the inspection team and in the questionnaires for parents. Parents are very active in raising funds in order to increase the supply of resources in classes.

- 98 The standard of communication between the school and home is good with outstanding features. A home-school agreement is operational and parents receive timely and appropriate information on events at the school. The prospectus is a very interesting and attractive booklet that contains useful information on policies, expectations and the life and work of the school.
- 99 The school communicated very effectively with parents when the foundation phase was introduced. Parents testified that this gave them a better understanding of the implications of this development and that it successfully allayed their fears.
- 100 There are good links and a good partnership with other catchment primary schools and with another neighbouring primary school in particular. The two schools share subject expertise and exchange teachers to teach art and physical education. The school also works closely with some of the catchment infants' teachers in order to share its experience of developing the foundation phase. There are effective bridging links with the local secondary school to which pupils transfer at the end of Y6.
- 101 Goods links have been developed with the community and various local institutions and places of worship. Through educational visits and specific projects, productive links have been developed with a number of local employers and businesses.
- 102 The provision for promoting the development of enterprise skills is outstanding. Recently, an entrepreneurial company was formed by Y5 and 6 pupils and a calendar was produced containing pictures of current and past pupils. Pupils' enterprise skills were further developed by making chutney, using the apples that grow on the school tree.
- 103 The attention given to sustainable development is good with outstanding features. The school has gained the Green School Gold Award and has worked very closely with a number of local organisations on conservation projects. Avoiding waste, recycling and saving energy is given considerable attention in the day-to-day operation of the school.
- 104 Pupils' understanding of global citizenship is also an outstanding feature. The school makes regular contributions to charitable causes and issues related to fair trade have been effectively integrated into the curriculum. The school is prominent in this area of activity and a member of staff provides training for teachers from other schools.
- 105 The school lays strong foundation for lifelong learning by ensuring that pupils foster skills such as bilingualism, independence and problem solving that will make them more responsible for their own learning as they grow up. This is an outstanding feature.

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

Grade 1: Good with outstanding features

- 106 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 107 The school plans and manages its care and support arrangements outstandingly well. By making highly effective use of LEA services and those of other relevant

agencies, the school ensures that pupils' educational, personal and social needs receive immediate attention. All teaching staff and support staff ensure that the school's arrangements are implemented thoroughly.

- 108 There is close co-operation with parents on issues relating to their children's health and safety and the parents appreciate the school's thoroughness in responding to their concerns.
- 109 Thorough attention is given to pupils' needs and interests when making key decisions. Through class-based discussion and designated questionnaires, pupils receive outstanding opportunities to express opinions on various aspects of the life and work of the school and are encouraged to be honest and open in their relationship with adults and with other pupils. The school council is given due prominence and the school ensures that it plays a prominent role in the decision-making process. Members of the council discuss their work in a mature fashion and have clear ideas about how they wish to influence the development of the school.
- 110 The close relationship with the local *ysgol feithrin* ensures that their children settle quickly in the reception class and feel safe in their new learning environment.
- 111 The personal support and guidance offered to pupils is outstanding. All members of staff have a very thorough knowledge of the personal and educational needs of each pupil and keep a very close eye on their development throughout their time at school. The school is a happy and caring community in which pupils feel that they are valued and well supported by adults. They are happy to approach any member of staff for advice and guidance.
- 112 Every pupil receives access to a programme of PSE, the quality of which is outstanding. The high priority given to the mental, physical and emotional needs of the individual makes a key contribution to the family ethos created throughout the school.
- 113 Ambitious targets are set for promoting high levels of attendance and registration periods are administered appropriately. There are appropriate procedures that ensure that pupils' attendance, punctuality, behaviour and progress are carefully monitored.
- 114 There are effective procedures to secure the health and safety of all pupils and to ensure that staff and pupils have a clear awareness of the requirements. Pupils are carefully supervised during school hours and there are highly detailed procedures for conducting risk assessments.
- 115 There are effective arrangements for securing pupils' wellbeing and enabling them to be healthy. Priority is given to promoting healthy eating and the school is working towards Stage 1 accreditation of the Healthy Schools Scheme. They receive good opportunities to improve their fitness levels through a number of extra-curricular activities.
- 116 There are detailed policies for child protection, racial equality, supervision and sex education and they are implemented effectively. All members of staff are familiar with

child protection procedures and deal appropriately and sensitively with any concerns about pupils' personal wellbeing.

- 117 The provision for pupils with additional learning needs is good. It fully meets the requirements of the Code of Practice.
- 118 The school identifies the additional needs of individual pupils at an early stage and intervene as required. Teachers make every effort to ensure that the assessment is accurate and that there is effective provision for all pupils, including those with behavioural problems or disabilities.
- 119 Comprehensive records are kept of pupils' achievements and appropriate and detailed individual education plans are provided by the co-ordinator. They contain clearly identified and achievable targets.
- 120 The school works well with parents and external agencies to review the progress made by pupils with additional learning needs.
- 121 Features such as fairness and equal opportunities for all are very strong elements at the school. Girls and boys are treated equally and all pupils are fully integrated into the life and work of the school. This view was supported by parents and pupils during their discussions with inspectors.
- 122 The school operates an appropriate policy and action plan in order to ensure that good race relations are maintained.
- 123 The school has detailed policies to promote good behaviour, together with clear guidelines for responding to instances of misbehaviour, and they are implemented consistently. Full use is made of assistants and of the expertise of external agencies, and there is close co-operation with staff at the LEA Referral Centre. Although the number of pupils presenting behavioural problems is very small, highly detailed skills and strategies have been developed to respond to cases of misbehaviour.
- 124 Major adaptations have been made to the building in order to ensure that any pupils with physical disabilities would be treated on the same basis as other pupils and that they receive full access to all school facilities. A detailed accessibility policy and a Disability Equality Scheme and an appropriate action plan are in operation. The provision is good with outstanding features.

Leadership and management

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

Grade 1: Good with outstanding features

- 125 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 126 The head teacher's outstanding leadership and management are a crucial factor in the success of the school. She succeeds in harnessing the commitment of staff,

pupils, parents and governors to very good effect in order to provide a strong sense of purpose and direction to the development of the school.

- 127 The head teacher and staff have a thorough knowledge of the school and a clear vision of how improvements could be made. The quality of leadership and management at the school is outstanding. They have a strong personal commitment to the school's success and through close co-operation, they regularly explore means of raising standards of pupils' achievement and improving the quality of provision. They shoulder a good measure of curricular and management responsibilities and fulfil their monitoring and evaluational duties very thoroughly.
- 128 There are clear procedures to ensure that all the statutory requirements are fulfilled and that the day-to-day running of the school proceeds smoothly. Clear aims and policies have been adopted that focus on pupils' needs and are implemented consistently by staff and governors. Equal opportunities for all members of the school community are promoted and their views are considered when any key decisions are made. The school is administered and organised effectively.
- 129 The school's programme of work gives detailed attention to national and local priorities. The school has gained its third Quality Mark accreditation; it has completed the Green School scheme and is working towards the first stage of the Healthy Schools scheme. Following county-wide training more detailed attention was given to assessment principles for learning and to problem solving skills.
- 130 As part of a national pilot scheme, the school made a significant contribution in the local area and further afield in terms of sharing good practice and raising teachers' awareness of the foundation phase. Teachers from other schools visit the school on a regular basis and a foundation phase teacher shares her experience and expertise in local schools. This is an outstanding feature.
- 131 Effective procedures have been established to set whole-school targets at the end of both key stages. These targets are based on a detailed record of the achievements of every pupil over a period of time and on their expected achievement at the end of the key stage. The targets set are ambitious but achievable. The practice of setting personal targets for pupils makes a major contribution towards their progress and achievement.
- 132 Arrangements for monitoring and evaluating the performance of individuals are good. The head teacher monitors the teaching on a regular basis and through a formal meeting she agrees personal and whole-school objectives with staff for the forthcoming year. Appropriate training is provided in order to enable individuals to fulfil their professional needs.
- 133 Inspection evidence showed that the training received by a member of staff on thinking and problem-solving skills has had a significant impact on the quality of pupils' learning.
- 134 The governors fulfil their responsibilities effectively. By visiting classes and observing the teaching and learning and investigating pupils' work, they gain a detailed knowledge of the school and become aware of its development needs. They receive detailed and regular information from the head teacher and operate effectively

through a number of sub-committees. They are fully included in all strategic decisions and play an active role in the development of the school. They are keenly aware of their role as a critical friend to the school and to the head teacher.

- 135 The governing body has an appropriate policy and system for responding to complaints. They include clear action steps and set specific timescales for resolving any complaints. The governing body fully meets its legal responsibilities.

Key question 6: How well do learners and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

- 136 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 137 The school's judgement in its self-evaluation concurs with the findings of the inspection team in each of the seven key questions.
- 138 The head teacher and staff have a thorough knowledge of the school's performance and use the information effectively in order to make further improvements to the quality of provision and to raise the standards achieved by pupils.
- 139 There are several outstanding features to the quality of the self-evaluation arrangements. They are very thorough and have been established for a number of years. They are regularly fine-tuned in order to improve their effectiveness and to respond to new requirements and they make a key contribution to strategic planning and to realising the school's aims and vision.
- 140 The school operates a comprehensive programme of self-evaluation that enables curricular leaders to draw on evidence from a number of sources. The quality of teaching and learning is regularly evaluated and detailed criteria are used in order to evaluate the standards achieved by pupils. Analytical and effective use is made of local and national benchmark information to compare the school's performance with that of similar schools.
- 141 The governing body receives regular reports on the findings of the evaluations and purposeful action is taken to deal with any shortcomings identified. All members of staff play a full part in the self-evaluation procedures.
- 142 Through the school council, pupils receive good opportunities to voice their opinions on aspects of the life of the school. They meet with the governors on a regular basis and play an influential role in the school's development. Pupils also receive opportunities to express their views on the quality of educational provision by responding to a questionnaire specifically produced for them.
- 143 Parents state that they have no difficulty in approaching the school with questions or problems. Through specially produced questionnaires, they are given appropriate opportunities to express their opinions on different aspects of the life of the school

and its educational provision. Timely and purposeful steps are taken to address any issues raised in the questionnaires.

- 144 The quality of the school's self-evaluation report is good with outstanding features. The outstanding features include the clear focus placed on the standards achieved by pupils and on the quality of the educational provision and the strong links that exist between the outcomes of the self-evaluations and planning for improvement.
- 145 The SDP is the focus for the school's activities and is a vital source for its operational planning. It represents a collective effort by staff and governors and is based on sound evidence of the school's strengths and its development needs. It contains appropriate priorities for the school's development and clear information on what needs to be done and who will be responsible. It identifies staff training needs and provides an estimate of the costs and of the resources required, together with an operational timetable in order to achieve the targets. Clear criteria for success are included in order to enable the school to evaluate the results. The plan is of good quality with outstanding features.
- 146 Inspection evidence indicates that the self-evaluation arrangements and the planning for improvement have been key tools at the school in terms of maintaining good standards and promoting further improvements.
- 147 The school has made good progress in acting on the three key issues identified in the 2002 report. The school has built on the good standards identified in the report, the use made of different types of graphs has been extended and the self-evaluation arrangements are continuously developed.

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

Grade 1: Good with outstanding features

- 148 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 149 Staff have sufficient knowledge and expertise to teach all aspects of the school curriculum. Levels of staffing and resources are good and lead to effective class organisation and teaching. This enables the teachers and support staff to ensure that all pupils receive the attention they need.
- 150 The teaching assistant in the foundation phase makes a very effective contribution to the teaching and to the standards achieved by pupils. She works very effectively with the class teacher on planning and assessment and she fulfils her duties very conscientiously.
- 151 The head teacher and governors gave appropriate attention to workforce remodelling requirements when allocating teachers' responsibilities.
- 152 All pupils receive access to good quality learning resources that correspond to their learning experiences. An interesting and stimulating outdoor area has been provided for the foundation phase and the teacher takes advantage of every opportunity to educate children in the outdoors. Highly effective use is made of the nearby coppice. This is an outstanding feature.

- 153 There is a suitable supply of books in the classes and are used regularly by pupils of all ages. The quality and range of books is generally good. The ICT resources throughout the school are good and are used effectively by pupils and teachers.
- 154 There is sufficient space for the pupils on the register and for implementing all the requirements of the foundation phase and the NC. The accommodation is of good quality and it is suitable and safe for pupils and staff. Everyone who could use them has full access to the classrooms and to all the areas used for learning and teaching. The classroom environment is enhanced by particularly attractive of pupils' work.
- 155 The field and the other school grounds are well maintained and are regularly used by teachers in order to generate pupils' interest and promote their learning.
- 156 Teaching staff and support staff are located, managed and developed effectively. Optimum use is made of staff time and expertise, and particularly so the part-time teachers, for subjects such as religious education. The practice of sharing expertise with a small neighbouring school is an outstanding feature and it has a direct impact on the standards achieved by pupils.
- 157 Teachers make effective use of the time earmarked for planning, preparation and assessment. These arrangements make a major contribution to the outstanding standards achieved in science and religious education.
- 158 There are effective arrangements for ensuring that teachers do not undertake unnecessary clerical and administrative tasks.
- 159 The school's resources are managed and used effectively. The school is economical and efficient in purchasing, using and maintaining resources and it has careful budgetary arrangements that are based on a detailed analysis of the needs of pupils, staff and the curriculum.
- 160 The school provides value for money.

Standards achieved in subjects and areas of learning

The Foundation Phase

Personal and social development, wellbeing and cultural diversity

Grade 1: Good with outstanding features

Outstanding features

- 161 The progress the children make in developing into independent thinkers and learners is outstanding. They select their own activities without assistance and persevere and concentrate on a given task for extended periods. They are confident enough to decide for themselves how to set about solving problems and respond positively to feedback from adults as to how to improve their work.

162 The children's appreciation of the positive impact of different beliefs on ways of worship and people's lifestyles is an exceptional feature. They are very knowledgeable about the Christian faith and about the main events in the life of Jesus. After taking part in stimulating role-play situations they give detailed descriptions of a number of traditions and celebrations prevalent in India.

Good features

163 Children of all ages make good progress in their personal progress. They display great curiosity towards learning and are particularly confident when investigating the classroom and outdoor environments. They are eager to experiment with new learning opportunities, make effective use of a wide range of equipment and resources and are skilled users of ICT equipment.

164 The children's social skills are developing well. They are confident in playing and working together and have formed close relationships with other children in the class. They appreciate the importance of being a good friend and have a positive self-image and a strong sense of belonging to the class and school community.

165 As they mature, the children develop a good understanding of what is fair or unfair and are happy to compromise in order to avoid conflict. They have a mature understanding of the expectations of the school and class in terms of behaviour and adhering to rules.

166 All foundation phase children make good progress in their moral and spiritual development. During in-class sessions of collective worship and in collective sessions with the rest of the school, the children talk sensibly about what is good and bad and about the need to show care and concern towards each other. They are very happy to share their feelings of what makes them happy or sad and respond positively to the opportunities they receive for quiet reflection during circle time.

167 Children's ability to appreciate their own wellbeing and that of others is good. They show care, respect and a liking of other children and adults and have a good understanding of the relationship between feelings and actions. During physical education sessions, they give detailed descriptions of the changes that occur to their bodies when doing physical exercise and know that hygiene and the correct kinds of food and drink are important in order to make the body healthy.

Shortcomings

168 There are no important shortcomings.

Language, literacy and communication skills

Grade 1: Good with outstanding features

Outstanding features

169 The quality of the spoken language of children of all ages is outstanding. They speak clearly and with growing confidence, using a broad vocabulary and a wide range of interesting phrases to explain their work or offer ideas. They show a mature

awareness of the listener's needs by conveying their ideas in an orderly manner and by responding thoughtfully to any comments or questions.

- 170 Children across the foundation phase make outstanding progress in their reading skills. From an early age they show good awareness and understanding of events and characters in stories, and by Y1 almost all are independent readers and make effective use of a number of strategies to overcome unfamiliar words.

Good features

- 171 From an early age, the children listen very carefully to various visual and audio stimuli. By working together to build a stable for the birth of Jesus, they listen carefully to each other's contributions and express their ideas clearly and effectively. They use appropriate language when engaged in role-play activities and talk together in a good-natured way in informal situations.
- 172 Children in the reception class enjoy looking at books with adults and understand that sound and meaning are conveyed by written symbols. By Y1, they recognise the sound of a large number of letters, and a good number of them read words and short sentences independently. Children in Y2 have a good awareness of different kinds of books and discuss their contents in a very confident manner.
- 173 All children make good progress in their writing skills. Children in the reception class enjoy experimenting and mark making, using a variety of media and understanding that writing is a means of conveying meaning in print. By the beginning of Y1, each pupil writes words and the occasional short sentence with a growing measure of independence. Further progress is made in Y2 as individuals use simple punctuation and produce interesting and extended pieces of writing.

Shortcomings

- 174 There are no important shortcomings.

Mathematical development

Grade 1: Good with outstanding features

Outstanding features

- 175 The ability of children in Y1 and Y2 to investigate and to create mathematical patterns with equipment such as beads and when making a food chain for the birds is an outstanding feature. They conduct effective investigations into repetitive patterns, producing simple predictions of the next step in the pattern.
- 176 There are outstanding features to the Y1 and Y2 children's understanding of number notation. They confidently compare and arrange two digit numbers and display a sound understanding of the relationship between addition and subtraction, and multiplication and division.

177 Individuals in Y2 make very confident use of place value in numbers up to 1000 and develop a good variety of mental work strategies to solve number problems of two digits or more. They talk confidently about their work, explaining in detail the calculation methods employed.

Good features

178 Children of all ages make good progress in their ability to solve mathematical problems. They make confident use of mathematics as an integral part of classroom and outdoor activities and employ addition and subtraction procedures with growing accuracy. They make effective use of standard and non-standard measures to compare the relative size of a series of pictures of Christmas trees.

179 The foundation children's understanding of number and number notation is developing well. They use number names correctly and match the symbol to the sound, and use numbers naturally in their everyday play and activities. They know several number songs and rhymes and use them regularly to help count objects.

180 In the reception class, the children have a good understanding of the names and features of familiar shapes in their environment. By Y1, the children begin to use their knowledge of location and movement characteristics for specific purposes, for example to enter simple directions into a floor toy to create a sequence of movements.

181 Throughout the foundation phase, there is good progress in the children's ability to represent and interpret data. Reception class children are very confident in sorting and classifying sets of objects according to specific criteria and record their findings in simple pictograms. By Y1 and Y2, the children make regular and effective use of ICT to record and arrange information they have collected.

Shortcomings

182 There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

183 During their indoor and outdoor work, the children exhibit outstanding investigative and experimenting skills. They possess inquisitive minds, ask sensible questions and solve problems in a systematic manner. They have a clear understanding of what they wish to discover and listen carefully to ideas from other children before proceeding with their work.

184 The children's observational skills are outstanding. During their visit to the nearby coppice, they use their senses to very good effect to observe the natural world and the impact of winter on life in the coppice.

- 185 The children's knowledge of places is outstanding. They are very confident in using atlases and globes and take pride in their ability to identify the location of different countries on a map of the world.
- 186 The children's ability to make comparisons and to recognise similarities and differences between their own locality and other parts of the world such as India and Lesotho is an outstanding feature.
- 187 Another outstanding feature is the children's ability to experiment with various commonplace materials and to use their senses to place them in groups according to simple characteristics. Through their involvement in activities such as making pancakes they come to understand that certain materials change shape as they are stretched, compressed, heated or cooled down.

Good features

- 188 By working outdoors and visiting places of interest in the vicinity of the school, the children have developed a good acquaintance of their locality. They describe the characteristics of the area in detail, identifying the rivers and mountains surrounding the school, differentiating appropriately between natural and man-made characteristics.
- 189 The children have a good understanding of time and people. They are keenly aware of major world discoveries such as the wheel, and its impact on people's lifestyles. By Y1, a good number of children use clocks and calendars for specific purposes and use a range of sources, including books and ICT, to investigate the past. The experience of emulating the method used to wash clothes in the Victorian age was an effective means of helping children to learn about the living conditions prevalent at the time.
- 190 Across the foundation phase, the children make good progress in their knowledge and understanding of their own development and that of other living things. They confidently name the external parts of the human body and of plants, and talk intelligently about the conditions they require if they are to flourish. They are fully aware of the effects of medicine on the body. They are very knowledgeable about animals commonly found in the coppice and are aware that some of them hibernate.

Shortcomings

- 191 There are no important shortcomings.

Physical development

Grade 1: Good with outstanding features

Outstanding features

- 192 The standards achieved by children during a gymnastics lesson are outstanding. They work energetically during lessons, They have a very sound understanding of the relevant technical terms and of the characteristics of basic gymnastics shapes and use the information effectively to improve the quality of their work. They display a high degree of imagination and creativity in the shapes they create, exhibiting

outstanding control, tension and balance. They successfully link a number of shapes in order to create a smooth sequence of movements.

Good features

- 193 The children make good progress in their motor skills, exhibiting good control when building towers with wooden blocks and when steering bicycles. They also make good progress in their minor manipulative skills and are very skilful in handling small equipment such as pencils, jigsaw pieces and pencils.
- 194 Children have a good understanding of the way in which their bodies move. They move safely about the classroom and outdoors, showing increasing control and skills. They understand the difference between running, walking, jumping, climbing and hopping.
- 195 As they play invasion games or take part in yard games they come to understand that it is necessary to make effective use of space and that they must compete fairly by adhering to the rules.
- 196 Children's awareness of the importance of health, fitness and safety is good. In gymnastics games, they recognise the effects that physical exercise have on their bodies and give detailed descriptions of what happens to their breathing and heartbeat. They know that maintaining fitness levels are beneficial to the body and that they need to be aware of dangers and issues related to safety as they play and take part in physical activities.

Shortcomings

- 197 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 198 In art, craft and design activities, children of all ages confidently investigate a very wide variety of techniques and materials, and produce work of a very high standard. They make their own choices as they mix, shape, arrange and combine different media in order to create images that express their ideas in an imaginative and original manner. They use their understanding of colour, line, tone, texture and shape in a very skilful way as they create their own work.
- 199 When working indoors and outdoors, the children experiment confidently with different equipment and with a range of different sources in order to create different kinds of sounds. They create interesting musical ideas of their own and make purposeful contributions when producing simple compositions in a group.
- 200 From memory, the children know a good number of songs such as hymns, folk songs and nursery rhymes and sing them tunefully and display a good awareness of rhythm and tone. They play simple rhythmic patterns and melodies with instruments

effectively, and maintain control of some of the musical elements such as dynamics, pitch and pace.

- 201 When listening to music, the children respond and describe the sounds in a very knowledgeable manner and recognise different musical elements in the music.
- 202 The children make good progress in their creative movement. They confidently investigate and express a number of different moods and feelings and through a variety of movements. They respond enthusiastically and imaginatively to different stimuli, including music, pictures and stories, and link their movements to create a sequence of different paths and shapes with their bodies. They work very effectively on these tasks, sometimes alone and sometimes with a partner or in a group.

Shortcomings

- 203 Although there are no important shortcomings, the children do not experiment sufficiently with music and dances from other cultures and traditions.

Science

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 204 There are outstanding features to the strategies employed by pupils when planning an investigation. When drawing up the question that will be the focus of the investigation, they give very careful consideration to their own ideas together with those suggested to them by others. They discuss the success criteria for the investigation in an intelligent manner, and recall relevant elements from prior learning that will assist them in their work. During the process of planning an investigation to measure the bounce of different balls, they discuss in detail the key variables that must be controlled or measured and predict the most likely result of the investigation.
- 205 Pupils' awareness of the unreliability of their findings and of the consequent need to check their measurements by repeating them is outstanding. They are alert to identifying any inconsistencies and to offering an explanation for any that arise.

Good features

- 206 Pupils in KS2 search assiduously for scientific information from various sources that include books and ICT before beginning to plan an investigation. As they develop their ideas into a practical investigation, they use a range of equipment safely, making accurate measurements of their findings. They work systematically, recognising and describing trends in data and information.
- 207 During the investigation, pupils exhibit a sound grasp of forces of different kinds and of how forces can affect the movement of various objects.
- 208 At the end of the investigation, pupils think critically about what they have done in order to confirm what they have learned and to evaluate their findings against their

original prediction. They are quick to recognise weaknesses in the investigation and will suggest how it can be improved the next time.

- 209 After completing the investigation, pupils convey their findings carefully in several forms including text, drawings, tables, charts, graphs and ICT.

Shortcomings

- 210 Although there are no important shortcomings, pupils in Y5 and Y6 tend to adhere excessively to a pre-prepared sheet when planning their investigation as opposed to creating their own original sheet.

Art and design

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 211 The outstanding features include the high degrees of understanding and investigation undertaken by pupils in each activity before proceeding to actual engagement. As a result, they use prior and current knowledge and a wide range of materials, equipment and techniques to produce paintings, drawings and two and three-dimensional objects of very good quality.
- 212 The pupils produce elaborate two-dimensional pictures of their homes in the style and technique employed by Ivor Davies. They use his techniques such as hiding images, developing lines, using unfamiliar materials and developing colour to create trenchant and skilful emulations of his work.

Good features

- 213 Pupils have a sound understanding of the language of art. They use terms such as tone, line, pattern and texture with confidence and in a purposeful manner as they discuss the work of artists, and are able to apply these elements to their own work in a very effective way. They regularly evaluate their own work according to the criteria for the activity in question, and offer honest improvements.
- 214 Following a visit to a gallery, pupils studied the work of a pop artist from the sixties and created striking 'collages' of images collected during the journey.
- 215 By working with a local artist, pupils completed a number of tasks, such as sketching one toy, followed by a collection of toys, and using a frame and a variety of materials to create colourful and lively 'collages'.
- 216 There are several examples of art being used effectively to enhance and supplement knowledge in other subjects, such as jewellery and weaving emulating the culture of the Celts in History and making pictures of images of Jesus Christ in Religious Education.

Shortcomings

217 There are no important shortcomings.

Physical education

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

218 The pupils' gymnastics skills are an outstanding feature. Most pupils exhibit very good control of their bodies and a high level of fitness. They develop and fine-tune a sequence of gymnastics movements on the floor and on the apparatus, displaying good tenacity, tension and physical posture. The quality and number of shapes in the performances of approximately half the pupils are particularly good. They combine travel methods and balancing sites individually and in working in pairs and groups to very good effect.

Good features

219 Pupils dress appropriately for physical education lessons, they listen carefully to instructions, concentrate well as they work and enjoy taking part in the activities. They have a sound understanding of the beneficial effect of physical exercise on health, and understand that eating and drinking healthily sustains energy for the activities. They are aware of the need to secure safety during lessons.

220 Pupils are keenly aware of the importance of warming up before starting to exercise and use correct terms such as stretching the muscles and raising the heartbeat.

221 They make constructive comments when evaluating their own performances and those of others. They use the correct terms to describe the shapes, and some pupils show good imagination as they suggest improvements.

222 All pupils in KS2 make very good use of the weekly opportunity they receive to take part in a session of yard games with an external coach. They develop skills such as ball handling, finding space, changing direction and speed. By transferring their skills to a game situation, the pupils work hard and energetically. They are enthusiastic players, and on the whole are fair competitors.

Shortcomings

223 There are no important shortcomings.

Religious education

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

224 In KS2, through their thorough study of Christianity and other religions, pupils increasingly develop their thinking skills and their ability to express opinions and feelings. They are open-minded and have a positive outlook towards people of

different viewpoints. They regularly think about important questions that arise from religion and human life. These are outstanding features.

Good features

- 225 Pupils have a strong awareness of Christian values such as sharing and caring for others. Through their efforts to raise money for national and international charities, pupils become aware that they are part of a global community and that they have responsibilities towards their fellow human beings.
- 226 They have visited well-known churches and confidently discuss their internal and external features, and their function as places of worship. They are knowledgeable about celebrations held in places of worship and recognise and understand the significance of a wide range of Christian symbols.
- 227 The pupils are able to successfully recall many stories from the Bible. The older pupils analyse and interpret layers of meaning in a story and identify with the character in a highly mature fashion. They apply parables to modern day situations in a very effective manner, through drama or written dialogue.
- 228 Pupils have very good knowledge and understanding of other religions such as Hinduism and Judaism, and make sensible comparisons between the similarities and differences in different religions.
- 229 Pupils have a growing understanding of concepts such as forgiveness, obedience and conscience and display a sound awareness of the effect and influence of belief on believers. After listening to a visitor discussing his Christian faith, the pupils' questions were searching and mature.

Shortcomings

- 230 There are no important shortcomings.

School's response to the inspection

The school is very proud of the inspectors' excellent findings.

The inspection findings acknowledge that we have, in the main, maintained high standards since our last inspection. We were glad that the inspectors found that pupils' attitudes towards their learning, the interest they show in their work, and their ability to concentrate, are exceptional features. Our care and support systems, that supplement our curricular provision, are recognised as being appropriate and effective. The skill and commitment of our teachers and the care and skills of our support staff are rightly acknowledged. Most importantly, the inspection report emphasises the elements that make our school what it is. In particular, the report confirms that we have achieved our aim, which is to create a happy and safe school in which our pupils develop their confidence and independence.

An action plan will be established to address the recommendations in the report, namely to complete the task of updating and revising the schemes of work and planning in a more purposeful manner to develop English oracy skills.

Wherever possible, staff and governors will address the recommendations before the end of the school year.

A copy of the school's action plan produced in response to the inspection recommendations will be sent to all parents.

Appendix 1

Basic information about the school

Name of school	Ysgol Bro Tryweryn
School type	Primary bilingual
Age-range of pupils	4 – 11 years
Address of school	Frongoch Y Bala Gwynedd
Post-code	LL23 7NT
Telephone number	01678 520740
Headteacher	Jano Owen
Date of appointment	September 1990
Chair of governors/ Appropriate authority	Mr Geraint Jones
Reporting inspector	Wil Williams
Dates of inspection	8 – 10 December 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		2	4	2	4	7	5	2	26

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	21		2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:11.3
Pupil: adult (fte) ratio in nursery classes	--
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	13
Teacher (fte): class ratio	1.15

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	--	95	95.7
Spring 2008	--	95.6	94
Summer 2008	--	95.2	95.9

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	None

Appendix 3

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

Appendix 4

Evidence base of the inspection

Three inspectors spent the equivalent of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- eleven lessons or part lessons; ten in the areas and subjects inspected and one in another subject;
- registrations, assemblies and acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

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

After the inspection team held meetings with subject departments, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Foundation Phase; science
Ms Lisa J Davies	Team	Key questions 2; 3; 4.	Art and design; physical education; religious education
Mr Wil Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

School's Nominee: Jano Owen

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.