

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

A Report on the Quality of Education in

**Ysgol Gymunedol Tal-y-bont
Tal-y-bont
Ceredigion
SY24 5HE**

School Number: 6672317

Date of Inspection: 22/06/09

by

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Ysgol Gymunedol Tal-y-bont 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 Gymunedol Tal-y-bont took place between 22/06/09 and 24/06/09. An independent team of inspectors, led by Owen Glyn Roberts 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. Ysgol Tal-y-bont is a community school which serves the village of Tal-y-bont, near the town of Aberystwyth and the rural area surrounding the village. Twenty five percent of pupils come from outside the school's normal catchment area.
2. The catchment area is described as being neither prosperous nor economically disadvantaged and the pupils as neither privileged nor underprivileged. Nineteen percent of pupils are entitled to free school meals this year and this is substantially higher than in the previous three years.
3. The school accepts children full time at the beginning of every term once the child had reached his or her fourth birthday. The number of pupils on roll has fallen annually from 96 in 2006 to 75 during the inspection. There are no nursery age children in the school but *Mudiad Ysgolion Meithrin* has a class on site. The reduction in pupil numbers has forced the school to reduce the number of staff and to restructure the provision as a result.
4. Thirty nine percent of pupils come from homes where Welsh is the main language and the school estimates that around 85% of pupils speak Welsh to first language standard. Teaching is carried out mainly through the medium of Welsh.
5. An unusually high number of pupils, over half the cohort (55%), are given additional support under the special educational needs (SEN) system, with 7% having statements of SEN.
6. No pupils are given support to learn English as an additional language and there is no pupil in unitary authority (UA) care.
7. The school was last inspected during the summer term of 2003. The current head teacher was appointed in April 2001.
8. The school received a standard inspection this time.

The school's priorities and targets

9. The school's priorities and targets for 2009 – 2010 include:
 - developing the co-ordinators' roles in the process of moderating and standardising pupils' work by making effective use of subject portfolios and using relevant data when setting targets;
 - developing further understanding of the Skills' Framework and ensuring that this and key skills feature within the schemes of work;
 - ensuring that staff training reflects whole school priorities better, and
 - ensuring that pupils understand the characteristics of independent learning.

Summary

10. Ysgol Gymunedol Tal-y-bont is a good school with a number of outstanding features. This is a happy and welcoming school where pupils are successful in achieving outstanding standards in bilingualism, their understanding of the *Cwricwlwm Cymreig* and in the creative skills in particular.

Table of grades awarded

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

11. The findings of the inspection team correspond to the school's judgement in their self evaluation report in six out of the seven key questions.
12. Despite the fact that end of key stage 1 (KS1) results for the past two years and end of key stage 2(KS2) results for the past three years have been low in comparison with similar schools as regards the number of pupils entitled to free school meals, and lower than county and national results this year, there is firm evidence that the unusually high number of pupils with SEN has had a substantial impact on this. Also the high percentage of pupils who succeeded in attaining levels that are higher than expected show that standards are improving and the teacher assessment forecast for 2010 shows a substantial improvement.
13. There is no obvious difference in the pattern of boys' and girls' performance over the past three years.
14. The standards of achievement in lessons observed are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	29%	71%	0%	0%	0%

15. Standards of achievement in lessons are better than the statistics for the whole of Wales for 2007 – 2008 as published in Her Majesty’s Chief Inspector for Schools’ (HMCI) report, namely that standards are grades 1 or 2 in 84% of lessons and a grade 1 in 12% of lessons.

Grades awarded in the subjects inspected

16. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	2	2
History	2	2
Geography	2	2
Art	1	1
Music	1	1
Physical education	2	2

17. The quality of the provision for children under five is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Stage.
18. The standards and progress pupils make in the key skills of speaking, listening and reading in Welsh are good across both key stages and in English in KS2. The pupils make good progress in writing skills in Welsh across the curriculum at KS1. At KS2 pupils write in a good variety of different forms when recording work across the curriculum in Welsh and English. However, a substantial number of pupils do not write at sufficient length in different subjects.
19. The children and pupils achieve outstanding standards in bilingual skills.
20. The standards and progress pupils make in the key skills of numeracy and information and communication technology (ICT) are good at both key stages.
21. Overall, the pupils make good progress in learning. Despite having a good understanding of what they are doing in different lessons, KS1 and KS2 pupils are not always fully aware of what they need to do in order to improve their work.
22. The pupils with SEN make good progress educationally and socially.
23. Although the vast majority of pupils show high levels of motivation, contribute well in lessons and are enthusiastic, a significant number within KS2 do not work productively enough when they write in some areas.
24. Pupils’ attitudes and behaviour are outstanding and there is a strong element of self discipline amongst pupils.

25. The progress pupils across the school make in their personal, social, spiritual and moral development is outstanding.
26. Pupils have an outstanding awareness of equal opportunity issues. The school is an important part of its community. Pupils have a good awareness and understanding of the world of work.

The quality of education and training

27. In the lessons observed, the quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	58%	12%	0%	0%

28. The quality of the teaching in lessons is better than the statistics for the whole of Wales for 2007 – 2008 as reported in HMCI's annual report, namely that the quality of teaching is grade 1 or 2 in 83% of lessons and a grade 1 in 16%.
29. In the lessons where teaching is outstanding, teachers have very high expectations as regards pupil achievement and they set carefully planned tasks in order to meet the needs of every pupil. They encourage the pupils to experiment and advocate independence and provide opportunities for them to be active in their learning.
30. Where teaching is good, every part of the lesson is appropriately paced and structured and the presentations include clear aims. The teachers make effective use of resources and set appropriate tasks in line with pupils' ability and age.
31. Where there are shortcomings in the teaching, expectations as regards pupils' achievements are not high enough, tasks are not prepared for pupils of varying abilities and there are insufficient opportunities for pupils to write at appropriate length.
32. The system for observing and recording the progress and achievement of individual children in the Foundation Phase is outstanding. In KS1 and KS2, the teachers' response to pupils' work is generally good but, despite targets being set, there is insufficient encouragement for pupils to set their own personal targets in an effort to get them to take responsibility for their own learning, and the criteria for success and the aims of lessons are not shared with them on a regular basis.
33. The school's curriculum fulfils the needs of the range of pupils in it in full, including the provision for the large proportion of pupils with SEN. There is equal access to a broad curriculum for all.
34. The school's efforts to provide and deliberately plan to develop pupils' bilingual skills are outstanding, as are the numerous extra curricular activities.

35. The school's daily life promotes the pupils' spiritual, moral, social and cultural development in an outstanding manner and collective worship sessions evoke a devotional atmosphere. The provision is outstanding.
36. A broad and rich Personal and Social Education (PSE) programme is provided across the school and effective partnerships have been established.
37. Appropriate policies and schemes of work have been prepared for all subjects of the curriculum. The comprehensive schemes of work for the Foundation Phase are outstanding and provide valuable experiences. Within KS1 and KS2, the schemes of work are being amended to conform to the requirements of the revised curriculum. The provision is good for promoting pupils' understanding of the world of work and entrepreneurship.
38. There is equal opportunity in every activity and the pupils are enthusiastic in their support of fair trade initiatives. Pupils have a firm awareness of the importance of sustainability and they recycle paper and compost degradable materials.
39. The quality of the care, support and guidance offered to pupils is good. The parents appreciate the open door ethos of the school and the willing opportunities to discuss any concerns with teachers.
40. The school has effective arrangements to help new pupils to settle and for those who move to the secondary school.
41. The staff places emphasis on identifying children's needs early and teachers use specific systems and strategies to take early action where there are individual behavioural or performance problems. Outstanding behaviour is promoted through the school's close-knit atmosphere.
42. The quality of the school's provision for the unusually high percentage of pupils with SEN is good. Despite the fact that this entails a substantial time investment for teaching and support staff, the school succeeds in maintaining the SEN system in its entirety.
43. An outstanding feature of the school's life is the international day held occasionally when pupils look in detail at life in other countries.
44. There are appropriate measures to ensure pupils' health and safety.

Leadership and management

45. The head teacher's leadership and management offer a clear direction for the school's work. The head teacher works closely and effectively with the staff and governors in order to improve the provision and to raise standards.
46. The school pays appropriate attention to national priorities and is aware of the fact that it needs to further improve the practice of using assessment to improve learning. Although the school has recently established processes to set challenging targets and to track progress, these have not been fully effective up to now.

47. The governors play an active role in evaluating the quality of the school's work and fulfil all the statutory responsibilities placed on them. The head teacher, the curricular co-ordinators and the governors all play a key part in the self evaluation process.
48. The quality of the self evaluation report produced is good. The school has made good progress in response to the key issues identified in May 2003's inspection.
49. Staffing levels are good and teachers' qualifications are appropriate to teach every aspect of the curriculum. The supply of resources is good across all areas of the curriculum and they are used well. The school's buildings provide a motivating atmosphere inside and out which promotes learning.
50. Expenditure on the school's resources is in line with its priorities and the School Improvement Plan (SIP) shows money set aside for specific developments. The school's financial management is good and the school offers good value for money.

Recommendations

In order to improve, the school needs to:

- R1 maintain the outstanding standards and build upon the good standards that exist within the areas inspected;
- R2 further develop the process of assessing, standardising work, interpreting data and tracking pupils' progress;
- R3 include the pupils in the target setting process and in the use of criteria for success, and
- R4 ensure more opportunities for key stage 2 pupils to write at length across the curriculum.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

51. The inspection team's findings coincide with the school's judgement in its self evaluation report.

Pupils' success in attaining agreed learning goals

52. The school's end of key stage assessment results for 2008 were lower than the county's and national results in both key stages. When compared with schools that are similar as regards the percentage of pupils entitled to free school meals, the school's end of KS1 results were in the highest quartile in 2006 but in the lowest quartile over the past two years.
53. Within KS2 in 2006, the school was in the third quartile in Welsh and the fourth quartile in the other subjects. It was in the fourth quartile in every subject during the past two years. On analysing the results, it is apparent that there has been a very high percentage of pupils with SEN who receive additional support from the UA in these years and that the school has been successful in getting results that were higher than predicted. Current targets for KS2 pupils for 2010 are 88% in Welsh, 93% in English and 100% in mathematics and science. These are the pupils who were in the highest quartile in KS1 in 2006 and this is evidence that the school is successful in achieving realistic results in line with pupils' ability.
54. There is no obvious difference in the pattern of boys' and girls' performance over the past three years.
55. The standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	29%	71%	0%	0%	0%

56. The standards of achievement in the lessons are better than the statistics for Wales as a whole for 2007 – 2008, as published in HMCI's Annual Report, namely that standards are grade 1 and 2 in 84% of lessons and a grade 1 in 12% of lessons.
57. The general quality of the provision for children under five is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

58. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	2	2
History	2	2
Geography	2	2
Art and design	1	1
Music	1	1
Physical education	2	2

59. Pupils throughout the school achieve good standards in their knowledge, understanding and skills. Every pupil, including pupils with SEN, are successful in achieving the targets set for them.
60. The children under five make outstanding progress in their bilingual and creative skills and good progress in the key skills of listening, speaking, early reading and writing, numeracy and the use of ICT and in improving their own learning and performance.
61. The pupils' standards and progress in the key skills of speaking, listening and reading in Welsh are good in both key stages and in English in KS2. The pupils listen to teachers' presentations and to the contributions of their peers intently and respond clearly and confidently. They discuss their work well and make effective use of relevant terms in different subjects. They read fluently when they gather information and carry out research in different contexts.
62. The pupils make good progress in writing skills in Welsh across the curriculum in KS1. They record their work accurately in an organised manner in a range of different contexts. Pupils in KS2 write in a good range of different forms when they record their work across the curriculum in Welsh and English. However, a minority of the pupils do not write at sufficient length in different subjects.
63. The pupils' standards and progress in the key skill of numeracy is good at both key stages. The pupils collect and handle data, use appropriate measurements and record in table and graph form effectively across the curriculum.
64. Standards in ICT are good across the curriculum at both key stages. Pupils are familiar with a wide range of different programmes and computer hardware to reinforce and enrich the presentation of their work across the curriculum.
65. The pupils' achievements across the school in the creative skills and in their understanding of the *Cwricwlwm Cymreig* are outstanding. There is clear evidence in the pupils' work and in displays around the school of the high standards achieved in art and technology. Similarly, very high standards are achieved by many pupils in a very wide range of musical skills. Pupils across the school have very good knowledge of the work of Welsh artists, literary figures and poets. This makes them strongly aware of their inheritance and culture.

66. One of this school's most important outstanding feature is its ability to ensure that pupils throughout the school achieve outstanding standards in the bilingual skills. Ranging from children in the Foundation Phase to pupils at the end of KS2, pupils are able to use both languages confidently. At the end of KS1 and throughout KS2, they can use both languages in a number of curricular contexts and use one or the other within the same context with ease.

Pupils' progress in learning

67. On the whole, pupils make good progress in learning and they achieve the targets that are set for them.
68. Despite having a good understanding of what they are doing in different lessons, KS1 and KS2 pupils are not fully aware of their targets on all occasions or of what they need to do in order to improve their work.
69. All the pupils, including pupils with SEN, make good educational and social progress. They achieve the targets set for them. By the end of Y6, pupils possess the necessary skills, knowledge and understanding to move to the secondary sector.

The development of pupils' personal, social and learning skills

70. Although the vast majority of pupils show high levels of motivation, the ability to work independently, contribute well in lessons and are enthusiastic, a minority within KS2 do not work productively enough when they write in some areas.
71. The pupils' attitudes and behaviour are outstanding. In a very happy school, pupils are courteous and welcoming to adults and very eager to learn. There is a strong element of self discipline amongst pupils.
72. In the three terms prior to the inspection, the percentage attendance varied between 92% and 95%. The average for the three terms was 93.3% which is similar to the national percentage and slightly lower than the county average. Examples of unauthorised absences are rare. The parents testify that their children are keen to come to school. Pupils arrive punctually.
73. Pupils of all ages work and play together well. The youngest pupils enjoy the responsibilities that they are given in class life. Through the School Council's activities and specifically designed questionnaires, pupils take an active part in the school's life and have a voice in the planning and decision making process that filters through to the SIP.
74. The progress pupils across the school make in their personal, social, spiritual and moral development are outstanding. They are very caring of each other and eager to undertake responsibility and offer peers support in all the school's activities. They show strong awareness of values such as courtesy, honesty, respect and fairness.

75. The pupils have an outstanding awareness of equal opportunity issues. They display particular respect towards the variety of beliefs, attitudes and traditions in society. The school and the pupils pay much attention to the principles of fair trade and the pupils campaign enthusiastically to promote this aspect. They have a good awareness of sustainability and the school has been awarded the silver award in the Eco Schools scheme. The pupils display empathy towards others by collecting money for good causes. By studying countries in other continents and on international days, they develop their knowledge about living conditions in different parts of the world, such as India and France.

76. The pupils have a good understanding of the community, they work with its members and perform to them on special occasions. The pupils have a good awareness and understanding of the world of work and the school has valuable links with a number of the area's businesses.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

77. The inspection team's findings coincide with the school's judgement in its self evaluation report.

How well teaching and training meet learners' needs and the curricular or course requirements

78. In the lessons observed, the quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	58%	12%	0%	0%

79. The quality of the teaching in lessons is better than the statistics for the whole of Wales for 2007 – 2008 as reported in HMCI's Annual Report, namely that the quality of teaching is grade 1 or 2 in 83% of lessons and a grade 1 in 16%.
80. There is a very good relationship between the pupils and all the school's staff and this promotes teaching at its best.
81. The teachers display good knowledge of National Curriculum (NC) subject requirements and those of the Foundation Phase for the learning of children under five. Everyone is treated equally regardless of gender, race or ability.
82. Outstanding features of the teaching include:
- very high expectations as regards pupil achievement;
 - lively and exciting presentations which arouse the pupils' interests and fire their imaginations;
 - carefully planned tasks and activities in order to meet the needs of every child;
 - encouraging the pupils to experiment by themselves and deliberately encouraging independence and taking advantage of every opportunity to nurture cross-curricular skills;
 - providing opportunities for pupils to participate actively in the teaching by getting them to explain to the rest of the class, to role play or to lead an activity;
 - outstanding use of various strategies and techniques to sustain the pupils' interest and enthusiasm.

83. The good features of the lessons include:
- an appropriate structure and pace for every part of the lesson and the presentations including definite aims;
 - creating an appropriate work atmosphere and ensuring a good relationship with pupils;
 - using a variety of teaching strategies including whole class teaching, group and individual activities, as appropriate;
 - effective use of praise;
 - lessons being planned thoroughly and appropriate tasks set according to ability and age;
 - effective use of resources, including the interactive white board;
 - ensuring equal opportunity through effective differentiation within introductory questions and the tasks which follow;
 - full use being made of the teaching assistants, particularly when pupils are at their work, and
 - deliberate planning in order to develop the pupils' bilingual ability to its full potential.
84. In the small number of lessons where there are shortcomings in the teaching:
- expectations as regards pupils' achievements are not high enough and tasks are not sufficiently differentiated, and
 - insufficient opportunities are provided for pupils to write at appropriate length across the curriculum.

The rigour of assessment and its use in planning and improving learning

85. There are good features and no important shortcomings in the quality of assessment and recording.
86. The pupils' achievements are assessed in all NC subjects according to features of its levels and those of the local SACRE and the statutory requirements for assessing and recording are met in full.
87. The school implements the foundation assessment, records end of key stage assessments effectively and provides individual education plans (IEPs) for pupils with SEN in line with the Code of Practice.

88. The school has a good system for gathering data and relevant information about pupils' standards through implementing standardised tests regularly, through the system of moderation at the end of KS2 and through a tracking system which was established this year and provides an overview of pupils' performance as they progress through the school.
89. Detailed records are kept in personal profiles for every pupil and the system for observing and recording the progress and achievement of individual children in the Foundation Phase is outstanding.
90. The teachers' oral responses to pupils' work are good and that is also usually the case in writing. Despite targets being set from time to time, there is insufficient encouragement for pupils to set their own personal targets in an effort to get them to take responsibility for their own learning and the criteria for success and the aims of lessons are not shared with them across the school.
91. Parents are offered an opportunity each term to discuss their children's progress and the quality of annual reports to parents is good.

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

Grade1: Good with outstanding features

92. The inspection team's findings coincide with the school's judgement in its self evaluation report.

The extent to which the learning experiences meet learners' needs and interests

93. The school fulfils the full range of its pupils' curricular needs, including providing for the large cohort of pupils with SEN.
94. A wide range of experiences is offered throughout the school and there is equal access to a broad and balanced curriculum that meets all statutory requirements. The school's efforts to provide and deliberately plan to develop the pupils' bilingual skills is an obvious outstanding feature.
95. There is good provision for teaching all the key skills by ensuring that there is a strong foundation in language, number and ICT; the school is aware of the need to further improve the pupils' extended writing skills across the curriculum.
96. Numerous extra curricular activities enrich the pupils' experiences. There is very good support for after school clubs and for the breakfast club. The pupils visit places of historical and environmental interest regularly, in their own area and beyond. These include places such as Tanygraig farm, Henllys Castle, Bwlch Nant yr Arian, the Rhondda Heritage Park and the teachers plan specifically for these visits. The numerous after school clubs include music, nature, physical education and Urdd branch meetings. These activities increase the pupils' understanding of their own locality and of their cultural heritage. The school has been successful on numerous occasions in various Urdd activities and these have nurtured the pupils' skills and confidence when they perform in public and provided opportunities to visit different parts of Wales. Visitors from the community are welcomed into school to talk about their work and experiences frequently. The school displays outstanding features in this provision.
97. The school's daily life promotes the pupils' spiritual, moral, social and cultural development very well. The pupils' cultural development is an important aspect of the school's ethos and is nurtured in pupils throughout their time in school. Outstanding features in this area were observed in evidence of international days, studies of their own culture across the curriculum and visits to a large number of locations in their own area. The experiences pupils obtain by working with various local artists such as Cefyn Byrgess, Ruth Jên and Mary Lloyd Jones and the work on poets and literary figures ensures the pupils' awareness of Welsh culture. This provision is outstanding.
98. There is a devout atmosphere in collective worship sessions which offer opportunities to think and contemplate. These sessions comply fully with statutory requirements.

99. The school's PSE framework provides opportunities for pupils to participate in circle time discussions and in PSE periods which have been timetabled specifically. These periods nurture moral and social values such as caring for others, honesty and respect.
100. There is a very good partnership with parents, the community, schools and other establishments. One of the school's main outstanding features is its ability to take full advantage of personal contacts to extend the pupils' experiences. The parents strongly support the school's work and objectives. They receive detailed information through a colourful handbook, regular letters and detailed, individual, end of year reports. They assist in practical ways, such as helping to create the wealth of open air resources available on the school's property. They raise substantial sums of money through the Parent/Teacher Association and the money is used to buy additional resources. Members of the community are invited to concerts and religious celebrations. Occasionally, members of the community come in to share their knowledge and memories and pupils visit relevant places in line with current themes. These links enrich the curriculum. The pupils regularly work with the inhabitants of the area on projects such as creating the garden or equipment for the Foundation Phase in a corner of the school's field. The school eisteddfod is an important event in the village's social calendar.
101. The children transfer smoothly from the nursery class in a cabin on school grounds to the reception class. The school co-operates very effectively with other primary schools in the area to jointly prepare schemes of work, arrange visitors together and share costs.
102. There are extensive bridging links with the secondary school to which the majority of pupils transfer, so that transition between Y6 and Y7 is smooth in social and academic terms. Welsh and English bridging packs have been prepared and there is a valuable arrangement to study information technology and physical education in the secondary school in order to make use of its more numerous resources in those areas.
103. There are very close links between the school and the community and these are of obvious mutual benefit.
104. The school receives support and guidance from the UA specialist services, such as those of the Welsh peripatetic teachers, the speech therapist and the educational psychology service. The school works closely with agencies such as the police and the school nurse to promote the pupils' health and welfare.
105. The curriculum is enriched through strong links with establishments in the town of Aberystwyth and include outstanding partnerships with a number of university departments.
106. Appropriate policies and schemes of work have been drawn up for every curricular subject. The comprehensive schemes of work in the Foundation Phase and their methods of assessment are outstanding and provide valuable experiences in specific areas within the school building and outside. In KS1 and KS2, the work proceeds to create plans based on the revised curriculum, a term at a time. The school has been successful in following the UA's guidelines as a pattern to emulate.

107. There is very good provision that promotes pupils' understanding of the world of work and entrepreneurship. Frequent visits are arranged to a wide variety of local businesses and sessions are held in school to familiarise pupils with the world of work.
108. An ambitious project, based on the fable of *Cantre'r Gwaelod* was created for Foundation Phase children, and this area won the Forestry Venture award.
109. The eldest pupils help to run a business breeding quail. They learn about some of the essentials of running a business by planning and discussing the requirements carefully and the egg selling has been profitable.
110. Despite a number of staff being involved in these activities, there is no formal co-ordinator and the world of work component has not been mapped formally across the curriculum so that every opportunity is taken.
111. There is equal opportunity in every activity. Pupils are enthusiastic in their support of fair trade ventures. Both boys and girls play games that are traditionally associated with the opposite sex.
112. The pupils' awareness and understanding of sustainable development is promoted well through various activities such as recycling paper and making degradable material into compost, planting vegetables in the school garden and creating areas to study wildlife. The school has been awarded the silver award in the eco schools initiative.
113. The pupils become familiar with democratic processes by electing a school council. The community makes some use of the school buildings.

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

Grade 2: Good features and no important shortcomings

114. The inspection team's findings do not coincide with the school's grade 1 judgement in its self evaluation report. Although there are a number of outstanding features in the way staff support pupils, there are insufficient outstanding features in other areas, such as the quality of the provision for SEN and co-operating with external agencies, to be able to award a grade 1 for this question.

The quality of care, support and guidance to learners

115. The school plans and manages care and service arrangements effectively and all the staff are very caring of their pupils.

116. The parents testify that the provision and support for their children is good. The parents appreciate the school's open door policy and the ready opportunities to discuss with teachers if they have any concerns.

117. The school has effective arrangements to help new pupils to settle. There is a close link with the nursery group located on the school site and the children from the group are given opportunities to visit the reception class and to socialise in the main building before they transfer full time. Wide ranging information is provided for the parents of the children entering the Foundation Phase and there are close links between the staff and the parents through daily communication utilising the school/home books; this is very effective. The arrangements for the older pupils who are transferring to the secondary sector include activities and curricular bridging tasks and offer opportunities to visit in advance.

118. Full support is offered to all the pupils who require additional support. Good partnerships between the school and external services, such as speech therapy, peripatetic Welsh teachers and other specialist services were observed. Occasionally, multi agency meetings are held in school to discuss additional provision to support and respond to the needs of individuals.

119. The staff place emphasis on recognising children's needs early and use specific systems and strategies to take early action linked to behavioural problems or the failure of individuals to perform. Although teachers monitor pupils' academic progress regularly and set individual targets, the pupils are not involved in this process and they do not show clarity when they discuss their own targets and ways of improving their educational performance.

120. The school complies with the requirements to register attendance and differentiates appropriately between different types of absences. After an internal survey, the school campaigned to improve attendance and punctuality. A new policy and guidelines were presented to parents' attention with the aim of attaining the 95% attendance target set by the governors. The new system is starting to have a positive impact, particularly on punctuality.

121. Outstanding behaviour is promoted by the school's close-knit atmosphere. The pupils discuss any disagreement in a mature way amongst themselves and with their teachers.
122. There are appropriate measures to ensure pupils' health and safety. Visitors from external agencies, such as the police and the health service, visit the school to discuss personal health and safety.
123. Electrical equipment is checked regularly. Fire practices are held once a term. Members of staff hold basic first aid qualifications. There is appropriate supervision when pupils arrive in the morning and leave at the end of the day.
124. Appropriate attention is paid to child safeguarding issues. A governor and a senior member of staff have been designated to supervise this aspect, as required. All members of the school's staff are vigilant and child safeguarding procedures are discussed at staff meetings.

The quality of the provision for additional learning needs

125. The quality of the school's provision for pupils with SEN is good. There is an unusually high percentage of the school's pupils on the SEN register. Despite the fact that this means a substantial investment in staff teaching and support time, the school is successful in maintaining the SEN system in its entirety. An appropriate and relevant IEP has been drawn up for every pupil on the register. These plans are reviewed once a term and include appropriate strategies and realistic targets for individuals. The parents participate in the process and are aware of their content. Effective, professional support is received from the UA's support staff and external agencies in assessing, reviewing progress and supporting these pupils.
126. Although the school has a comprehensive policy and every member of staff conforms fully with the code of practice, the teaching does not consistently provide for pupils of low ability and the most able across the school.
127. A policy on behaviour and an anti-bullying policy have been prepared and there are effective procedures in place. These procedures are implemented consistently to promote good behaviour and to ensure that the behaviour of individuals does not impair their progress or that of others. As part of this arrangement, appropriate training was secured for all the staff in Webster Stratton methods of controlling behaviour.

The quality of provision for equal opportunity

128. Pupils are very aware of living conditions in different parts of the world. The school took advantage of personal contacts to concentrate on the lives of those who live in Sierra Leone, Ghana and Zambia in particular.
129. Having been elected as county delegates, two Y6 pupils attended a national conference arranged to promote the United Nations' Charter for Children's Rights.

130. It is possible to access all parts of the school building in a wheelchair.
131. The pupils display empathy towards those who live in difficult circumstances by promoting fair trade and collecting money for good causes regularly.
132. Pupils and parents state that there is no bullying problem in this school. The pupils are happy to seek the support of an adult member of staff on rare occasions when there are disagreements.
133. An outstanding feature of the school's life is its occasional international days. The normal curriculum is suspended for a day in order to concentrate on the characteristics of a specific country. When life in India was studied in detail, the day included dancing sessions and Indian food tasting. The day was arranged with the assistance of parents and members of the community.

Leadership and management

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

Grade 2: Good features and no important shortcomings

134. The inspection team's findings coincide with the school's judgement in its self evaluation report.

How well leaders and managers provide clear direction and promote high standards

135. The head teacher's leadership and management offer a clear direction for the school's work. He does this successfully by ensuring that the school's core aims, values and objectives are promoted effectively by everyone within the establishment. The pupils and all the staff feel that they are appreciated and they are given opportunities to succeed and to develop. All members of the teaching staff have subject co-ordinator roles and they fulfil their responsibilities effectively from the perspectives of time and opportunity. As subject leaders, they are committed to improving standards and the quality of teaching in the curricular subjects.

136. The staff work together closely and support each other effectively. All the necessary policies and guidelines are in place in order to set a direction for the school's development. The management of the school ensures a prominent place for equal opportunity in the school's work and full access for pupils to any of the curricular or extra curricular experiences.

137. The school considers national priorities appropriately. The Foundation Phase has been established effectively and includes an outstanding system of schemes of work, observing lessons and assessing individual progress. The school is outstandingly successful in nurturing pupils' bilingual competence. It also promotes a healthy life and is working towards the eco – schools initiative's green flag. As noted in the SIP, the school is aware of the fact that it needs to further develop the 'assessment for learning' practice.

138. The head teacher, staff and governors identify priorities and targets within the SIP and use some of the data that is available to predict end of key stage results. Although there are recent procedures to set challenging targets and to track progress, up to now their full impact has not been felt. Currently, managers do not use the data to its full potential and the pupils are not involved in the process of setting themselves challenging targets.

139. Detailed job descriptions have been drawn up for staff and an effective performance management system has been established to discover and respond to the requirements of further professional development. Opportunities were found to develop all the staff, including ancillary staff, professionally. The professionalism and expertise of classroom assistants is evident and they work with the teaching staff very effectively.

How well governors or other supervisory bodies meet their responsibilities

140. The active and conscientious support of the governing body is evident. In conjunction with the head teacher, it sets the school's strategic direction and takes action whenever the need arises. The governors possess a good understanding of their roles and school and they help the head teacher to fulfil his responsibility of setting a strategic direction in order to improve the quality of the education.
141. The governors play an important role in evaluating the quality of the school's work and they all have responsibility for a curricular subject. Every member of the governing body has visited school to monitor lessons and has met subject co-ordinators to discuss development in their area. The governors write short reports on the visits and these are discussed at governing body meetings as an aspect of self evaluation and setting priorities.
142. The governing body fulfils all its legal requirements and there are relevant policies in place. The school handbook and the governors' annual report comply with current requirements.

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

Grade 2: Good features and no significant shortcomings

143. The inspection team's findings coincide with the school's judgement in its self evaluation report.

How effectively the provider's performance is monitored and evaluated

144. The curricular co-ordinators and the head teacher have good knowledge of the school's performance in the subject for which they are responsible. The teachers scrutinise and analyse pupils' work and observe each others' lessons in order to evaluate standards across the school.
145. The governing body plays a key role in the self evaluation process by having responsibility for specific areas, visiting classes regularly and writing reports for presentation at specified meetings to discuss the provision and standards. Specific meetings are held to analyse data following assessments and to set targets.
146. Despite the school's self evaluation arrangements giving rise to improvements, their implementation does not always identify in sufficient clarity the main matters requiring attention in order to improve standards.
147. Although the end of KS1 results for the past two years and the end of KS2 results for the past three years have been low in comparison with those for similar schools, firm evidence was seen that the unusual numbers of pupils with SEN has had a substantial impact on this. Also the high percentage of pupils who managed to achieve levels higher than those predicted is evidence that standards are improving and the teacher assessment forecast for 2010 shows substantial improvement.
148. The school considers the pupils' voice in the development of the school through a system of placing boxes in the building for ideas and messages and through the School Council. Pupils are given opportunities to discuss, express views and contribute to decisions that are an aspect of self evaluation. The school seeks the parents' views at meetings, through letters and by circulating annual questionnaires and analysing the responses. These responses become matters for discussion at meetings of the governing body. Effective use is made of the expertise of the authority's officers and advisors in the process of challenging expectations and standards and particularly in the process of offering an appropriate provision for the large contingency of pupils with SEN currently at the school.

The effectiveness of planning for improvement

149. The quality of the self evaluation report that was prepared is good and offers an evaluation of all aspects of the seven key questions. Strengths and aspects to be developed through inclusion in the SIP are noted honestly.

150. The findings of the inspection team coincide with the school's judgement in six out of the seven key questions. In key question 4, although there are a number of outstanding features in the manner in which the staff support the pupils, there are insufficient outstanding features to enable a grade 1 to be allocated for the whole question.
151. The SIP is a helpful document to guide the school's strategic direction towards the priorities to be targeted during the current year. The main priorities are noted in it clearly, who is responsible, what actions are to be taken or the strategies and resources required and the cost implications. The priorities this year are not specific enough as a means of improving quality and raising standards of achievement.
152. The school has made good progress in responding to the key issues identified in the May 2003 inspection. The school has been successful in maintaining the good standards and has substantially raised pupils' achievements in art and physical education in KS1 and in history in both key stages as well as ensuring outstanding features in the pupils' spiritual development across the school.

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

Grade 2: Good features and no important shortcomings

153. The inspection team's findings coincide with the school's judgement in its self evaluation report.

The adequacy, suitability and use made of staffing, learning resources and accommodation

154. Staffing levels are good and teachers' qualifications are appropriate to teach all aspects of the curriculum. The equivalent of four full time teachers are employed, including the head teacher and one part time teacher. The school is successful in making full use of the good range of expertise through the system of exchanging classes for some specific areas.

155. The teaching assistants who are employed additionally to support pupils with SEN and for children under 5 work very effectively and make a substantial contribution towards caring for the pupils and supporting them across the school.

156. Specific time has been safeguarded for teachers in order to plan, prepare and assess work. Regular opportunities are also obtained for all members of the school's staff to update their skills in line with individual development needs and whole school improvement plans and these have a positive impact on pupils' achievements.

157. The supply of resources is good across all areas of the curriculum and good use is made of them. The co-ordinators carry out regular audits of resources and they are renewed as required.

158. The school's accommodation offers a motivating ambience which promotes learning. There are colourful displays in every class. The building and the surrounding areas are kept clean and tidy. Classrooms are spacious for the current number of pupils. There is a very pleasant hall which doubles up as a canteen with tasty food being served from a convenient kitchen close at hand.

159. Outside there is a wide hard surfaced playground and a playing field. Over the years, an outstanding tradition has been established of Y6 pupils donating gifts as they move to secondary school. There are several interesting features that remind current pupils of their predecessors.

160. With the parents' assistance, a new, attractive area has been created for the Foundation Phase based on the *Cantre'r Gwaelod* story. The scheme won the Forestry Venture award for its outstanding features.

161. There are suitable car parking facilities and a provision to drop pupils off and pick them up at the beginning and the end of the day. This, in addition to the presence of the conscientious school crossing officer, promotes the pupils' safety as they arrive and leave at the beginning and end of the day.

162. Appropriate maintenance work has been carried out. The UA has agreed to solve some problems with the roof soon.
163. The governors' attention was drawn to a small number of safety issues.

How efficiently resources are managed to achieve value for money

164. The head teacher and the governors regularly discuss the use made of resources, including the financial resources available for the school. Recently, staffing levels had to be reduced because of a fall in pupil numbers and a deficit in the budget. As a result, the school had to restructure its staffing arrangements in the short term and this increased the head teacher's managerial responsibilities. By now, the situation has stabilised and this enables the school to look again at the staffing provision in the long term. The SIP shows costs and budgets for priorities and individual subjects.
165. The ancillary and administrative staff and the volunteers do their work well and conscientiously. Their contribution adds significantly to the quality of the provision and the children's standards of achievement in the Foundation Phase as well as individuals and groups of pupils with SEN in both key stages.
166. Expenditure on the school's resources is in line with the school's priorities and the SIP notes the finance set aside for specific developments. Every possible source is used, such as parental contributions, grants and contributions from local businesses to augment the finances received from the county. Over the past year, additional resources were obtained for the Foundation Phase and towards buying Information Technology equipment.
167. The school's financial management is good and the school offers good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

Good features

168. Pupils' standards and progress in speaking are good across the school. They pronounce words clearly and talk confidently in every situation. The pupils display increasing confidence in class discussions and, on occasion, they ask the teacher questions spontaneously in order to understand the subject in question.
169. Pupils' listening skills in both key stages are good. Invariably, they listen intently to teachers' presentations and to those of their peers and respond appropriately orally and in writing.
170. In KS1, the pupils read in line with their ability and most of them are fluent. They use their skills to build up unfamiliar words and they are able to answer questions about the main events of their books confidently.
171. The writing skills of a substantial number of the pupils are good; they use appropriate vocabulary and constructions. They understand at a simple level the requirement to adapt the writing for different audiences and they have an increasing awareness of punctuation.
172. In KS2, the vast majority of pupils read fluently and with good comprehension. They discuss books confidently, referring to specific characters and to the main events. They read aloud confidently and make good use of their reading skills to gather information from different sources.
173. The pupils write in a good range of different forms for different purposes and audiences. By the time they are in the final years (Y5 and Y6), the most able produce effective and interesting written pieces using a wealth of adjectives, idioms and similes.

Shortcomings

174. Errors of mutation affect the work of a few pupils across the school.
175. The eldest pupils (Y5/Y6) do not always take full advantage of opportunities to write at length.

History

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

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

Good features

176. Pupils in both key stages have a special knowledge of aspects of local history. They effectively use the knowledge and skills they acquire through regular visits to local places of historical interest.
177. In KS1, there are good examples of empathy. The pupils produce good work about the experiences of travelling in an old car, role playing a woollen mill worker and creating a diary for a day in the life of a Victorian child.
178. Most KS1 pupils have a good knowledge of chronology. They are able to explain the sequence in the process of wool making in a local mill and they are able to put pictures of the process of butter making in the right order.
179. Almost all the pupils can describe old artefacts correctly and can compare them with the modern equivalent. Good work describing butter making artefacts is evident. Also pupils compare the current local area with how it was in the past. The pupils are good at comparing pictures of the street in Tal-y-bont today and Tal-y-bont market in the past.
180. KS2 pupils invariably are aware of the difference between fact and fiction and can explain the characteristics of legends.
181. Most of the pupils can carry out historical investigations well. Interesting projects include those which use primary and secondary evidence as historical sources and a wide range of skills are used to promote their work in history and to create projects of a high standard. Pupils in KS2 produce good projects about the census, the coal industry and the village of Tal-y-bont yesterday and today.
182. Pupils in Y5 and Y6 have a good awareness of empathy, including an imaginary of a historical character based on a photograph and local historical knowledge as seen in a script between a member of the home guard and a television presenter.
183. Most KS2 pupils are aware of chronology and can talk about different periods on a timeline including the age of the Celts, the Romans, the Tudors, the age of Victoria and life in the 60's.

Shortcomings

184. Pupils in KS2 do not make sufficient use of opportunities to display empathy to create good quality written pieces of sufficient length.

Geography

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

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

Good features

185. Pupils in both key stages have a particularly good knowledge of geographical and environmental features of the local area because they make full use of regular local opportunities to do field work.
186. Many pupils in both key stages understand physical and human patterns and processes.
187. They all have sound knowledge and understanding of location, characteristics and character of places. They are all aware of similarities and differences between Wales and a number of countries including France, India, Botswana, Patagonia, Eritrea and Lesotho. They develop good understanding of global citizenship through foreign contacts and sustainable development through studies of recycling and renewable energy. Most KS1 pupils have a wide range of geographical skills and techniques and they are able to use simple maps effectively, noting the pupils' most important places on their way to school. They can discuss climate and weather and the effect this has on the landscape.
188. In KS2, many pupils display a good range of geographical skills and techniques and mapping skills. They use different maps, pictures, photographs and satellite images on the internet to locate local farms, the area's rivers and the geographical features of their area.
189. All the pupils at this key stage have a sound knowledge of rivers and farms and they use their skills and techniques in detail in order to collect data when they study the flow and depth of a river in field work sessions.
190. The eldest pupils can discuss the effect the A478 has had on the village of Tal-y-bont and on agriculture locally.
191. Almost every KS2 pupil is familiar with the points of the compass and can note the reference of the main features of the school's catchment area.

Shortcomings

192. There are no important shortcomings but the mapping skills of a very few pupils have not developed sufficiently by the end of KS2.

Art

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

193. The confident way in which most KS1 pupils can discuss the work of other artists such as Catrin Webster and Tim Pugh, discussing details of style and technique, using a wide range of appropriate vocabulary is outstanding.
194. Most are able to discuss patterns maturely and refer to the effect of the strength of line in a pattern as well as the use of shading to create effect.
195. In KS2, the standard of the work of many pupils following workshops with artists such as Cefyn Burgess, Ruth Jên and Mary Lloyd Jones is outstanding. Work of an outstanding standard has been created to display on the school walls.
196. All pupils discuss their work very maturely with their peers and then evaluate and improve their own work. They take full advantage of the exceptional opportunities they are given to express themselves creatively and to experiment with form, shape, space and texture and invariably produce work of a very high standard.
197. A whole class of Y3 and Y4 pupils produce very effective and creative pieces of weaving work using natural materials. The pupils' understanding of techniques and the level of creativity is outstanding.

Good features

198. In KS1, pupils show very good control of different media including crayons, pastels, paint, felt pens, coloured pencils and charcoal to create a variety of effective work.
199. In Y1 and Y2, there are good examples of observation and drawing in conjunction with work on sea shells.
200. In KS2, almost all pupils deal with a wide range of art experiences very effectively. They experiment confidently with different media. They select resources appropriately for specific tasks and use a range of techniques with skill.
201. All pupils discuss art and the style of famous artists maturely and confidently and they use technical vocabulary correctly and sensibly. They talk about the thick paint technique of Peter Prendergast and compare it confidently with Cefyn Burgess' textile work.

Shortcomings

There are no important shortcomings.

Music

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 202. Many KS1 pupils recognise the Kodaly pitch symbols confidently and use them independently and correctly.
- 203. They use musical notes correctly and naturally when they discuss half beat, full beat and a rest.
- 204. A substantial number of KS2 pupils use and understand the meaning of ambitious musical terms such as rhythm, pitch, tempo, instruments, melody, ostinato and pentatonic naturally.
- 205. A substantial number of pupils compose using the stave and select the number of beats to a bar. They perform to an outstanding standard when they play recorders and other instruments and when singing in different voices.

Good features

- 206. Pupils in both key stages evaluate their own work when they self assess and assess the work of peers. They recognise successful work and offer suggestions for improvement in the composition and performance.
- 207. Most KS1 pupils display good understanding of pitch and rhythm and can change beat using different parts of the body to exemplify. KS1 pupils compose simple pieces using rhythm patterns well.
- 208. In KS2, many pupils have good ability in using different instruments to perform their compositions.
- 209. KS2 pupils have good knowledge of facts about various different composers including Saent-Saens and Vaughn Williams. Almost all can form opinions about these composers' compositions through evaluation.

Shortcomings

There are no important shortcomings.

Physical education

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

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

Good features

210. Across both key stages, the vast majority of pupils are enthusiastic and eager to succeed. They listen intently to instructions and the vast majority concentrate when working.
211. They evaluate their own performance and that of their peers confidently and they have good knowledge of the effect of exercise on their bodies and of the need to heed matters of safety.
212. KS1 pupils get ready with the minimum of assistance, dress appropriately for the subject and warm up appropriately at the beginning of a session.
213. KS1 pupils make good use of space and they move confidently in the opening sessions.
214. Many of the pupils display good skills when they throw towards a target and when using a racket to hit a ball.
215. In KS2, all the pupils respond well to instructions and to the challenge in tasks; they work effectively as individuals and in groups whilst practising specific skills, showing progress in their skills.
216. Many pupils display good ball throwing and catching skills in different ways and at different heights.
217. When they practise skills individually or in groups, their hitting and ball throwing skills are good and they are able to use balls confidently in simple cricket matches.

Shortcomings

218. There are no important shortcomings but a small number of pupils at both key stages do not work hard enough physically during the warm up process.

School's response to the inspection

The governors, the staff, the parents and the pupils wish to thank the inspection team very much for their professional work and for their friendly manner during the process of inspecting the school.

As a school we are pleased that the inspectors' views agree with and confirm the view in the school's self evaluation in almost all the key questions; we accept the difference of opinion in the other key question. We feel that the inspection process has been thorough and positive and has recognised a large number of the school's strengths and values, particularly its emphasis on bilingualism.

We look forward to continuing to maintain the outstanding standards that exist in every aspect of the school's life and work and to develop an action plan to attend to the aspects that need further attention.

We trust that we will continue to work together as staff, governors and parents to nurture pupils who will develop a strong awareness of being Welsh, respect each other and do their level best in every aspect of Ysgol Tal-y-bont Community School's life and work.

Appendix 1

Basic information about the school

Name of school	Ysgol Gymunedol Tal-y-bont
School type	Primary
Age-range of pupils	4 – 11
Address of school	Ysgol Gymunedol Tal-y-bont Tal-y-bont Ceredigion
Postcode	SY24 5HE
Telephone number	01970832276

Head teacher	Mr Hefin Jones
Date of appointment	April 2001
Chair of governors/ Appropriate authority	Mrs Delyth Ifan
Registered inspector	Mr Owen Glyn Roberts
Dates of inspection	22 -24 June 2009

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	0	15	1	12	11	11	14	11	75

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	4

Staffing Information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupils: adult (fte) ratio in nursery classes	-
Pupils: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	18.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	-	92%	92%
Autumn 2008	-	93%	95%
Spring 2009	-	92%	93%

Percentage of pupils entitled to free school meals	19%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					12
Percentage of pupils at each level								
			D	W	1	2	3	
Welsh	Teacher assessment	School	0%	25%	50%	25%	0%	
		National	.3%	.1%	7%	62%	30%	
We: oracy	Teacher assessment	School	0%	25%	50%	25%	0%	
		National	.3%	.1%	8%	61%	30%	
We: reading	Teacher assessment	School	0%	25%	25%	50%	0%	
		National	.3%	1%	12%	60%	27%	
We: writing	Teacher assessment	School	0%	25%	50%	25%	0%	
		National	.3%	2%	15%	68%	15%	
Mathematics	Teacher assessment	School	0%	0%	50%	50%	0%	
		National	.2%	1%	10%	68%	21%	
Science	Teacher assessment	School	0%	0%	25%	75%	0%	
		National	.2%	1%	7%	68%	23%	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	25%	In Wales	84.4%
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6								18
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	5.56	27.8	61.1	5.56
		National	0.4	0.1	0	0.4	0.6	3.6	16.3	49.7	28.8
Welsh	Teacher assessment	School	0	0	0	0	5.56	11.1	16.7	66.7	0
		National	0.6	0	0	1.1	0.7	5.0	19.1	48.8	24
Mathematics	Teacher assessment	School	0	0	0	0	0	5.56	22.2	61.1	11.1
		National	0.4	0	0	0.4	0.5	3.0	15.3	50.4	29.9
Science	Teacher assessment	School						5.56	16.7	66.7	11.1
		National	0.4	0	0	0.4	0.4	1.8	12.2	52.5	32.4

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by teacher assessment			
In the school	66.67	In Wales	74.1

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

Appendix 4

Evidence base of the inspection

Four inspectors, as well as the school nominee and a peer assessor spent the equivalent of six inspector days in the school. A team meeting was held prior to the inspection.

Inspectors visited;

- 26 lessons or part lessons;
- registration periods, services and communal worship.

Members of the inspection team had meetings with:

- staff, governors and the parents before the inspection;
- senior managers, teachers and support staff, and
- the school council.

The team also considered:

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

The team also held post-inspection meetings with the staff and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
O. Glyn Roberts Registered Inspector	Context, Summary, Recommendations Key Question 1, 2, 6 and a section of 7 Welsh first language, Art and Physical Education Appendices
Marc Berw Hughes Team Inspector	Key Questions 3, 4, 5 and a section of 7 History, Geography and Music
John Roberts Lay Inspector	Contributions to Key Questions 1, 3, 4, and 7
Catrin James	Peer assessor
Hefin Jones	School nominee

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Acknowledgement

The inspectors wish to thank the school's governors, the head teacher, staff, pupils and parents of Ysgol Tal-y-bont for their willing co-operation during the inspection.