

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

A Report on the Quality of Education in

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

School Number: 6672299

Date of Inspection: 09/02/09

by

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Date of Publication: 15/04/09

Under Estyn contract number: 1111008

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Ysgol Gymraeg Aberystwyth 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 Gymraeg Aberystwyth took place between 09/02/09 and 11/02/09. An independent team of inspectors, led by Gwilym Trebor 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 short 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 Gymraeg Aberystwyth is a designated Welsh school situated on the outskirts of the town of Aberystwyth. It serves the town and surrounding area. About a quarter of the pupils come from areas that are comparatively prosperous and the rest come from areas that are neither prosperous nor economically disadvantaged. The school describes its pupils as being neither privileged nor disadvantaged.
2. In January 2009, there were 359 pupils attending the school including 45 part-time nursery children and 11 full-time nursery children. Pupils start on a part-time basis in the term following their third birthday, and full-time in the term following their fourth birthday. The school admits reception age children in the September following their fourth birthday.
3. About 48% of the children come from homes where Welsh is the main language and all pupils come to speak Welsh to a standard corresponding to first language before reaching the end of key stage 1.
4. 4.6% of the pupils are entitled to free school meals. This is substantially lower than the county and national average.
5. The school provides for pupils of the full range of ability. Approximately 23% of the pupils have additional learning needs, including ten who are the subject of a statement of Special Educational Needs.
6. The head teacher was appointed in 2001. The school was last inspected in February 2003. On this occasion the school received a short inspection.

The school's priorities and targets

- Develop the Foundation Stage in order to ensure the best opportunities for pupils to develop as effective learners in a Welsh ethos.
- Develop the ability of pupils to be independent learners through using skills in communication, thinking, ICT and number confidently.
- Update schemes of work in light of the 2008 Curriculum and the Skills Framework.
- Develop opportunities for pupils to be part of "enterprise skills" and to undertake economic activities (business).
- Review policies in general.
- Develop strategies to support pupils who are experiencing difficulties in developing language and speech.
- Develop the role of the senior management team.
- Improve the understanding of new governors of what is happening in school and their role in supporting the head in managing the school.
- Develop the role of the Middle Management Team in self-evaluating whole school teaching and learning.
- Develop the role of new assistants in the Foundation Stage.

Summary

7. This is a good school with many outstanding features. There is a strong feeling of Welshness and respect for others, where all do their very best. The emphasis placed on developing pupils as active learners contributes substantially to the standards they achieve.

Table of the grades awarded

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

8. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Stage.
9. Pupils throughout the school achieve outstanding standards in terms of their knowledge, understanding and skills. Nearly all pupils, including those with ALN, reach the challenging targets set for them.
10. The standards and progress of children under five and pupils across the school in the skills of speaking and listening, reading and writing Welsh are good with outstanding features. The standards of key stage 2 pupils in their skills in speaking and listening, reading and writing English are good with outstanding features.
11. Pupils across the school achieve good standards with outstanding features in their mathematical skills across the curriculum.
12. The ICT skills of pupils across the school are good.
13. Pupils make very good progress in their bilingual skills. By the end of key stage 2, they make very effective use of Welsh and English in their learning.

14. When comparing with similar schools according to the percentage receiving free school meals, over the past three years, teachers' assessment results at the end of key stages 1 and 2 placed the school in the upper 50% of schools and at key stage 2 in 2006, in the highest 25%. Results were consistently higher than the county and national results.
15. Pupils throughout the school learn new information and skills quickly and effectively. They have an outstanding understanding of what they do in different lessons and what they need to do to improve their work. Pupils show a lively interest in their work, work enthusiastically and very productively in their lessons.
16. The behaviour and attitudes of pupils are very good and have a positive effect on their learning. They show respect and courtesy towards each other and towards adults.
17. The average attendance for the three full terms before the inspection was slightly above 95%, which is good. Pupils come to school punctually in the morning.
18. There are outstanding features in the progress pupils make in their personal, social, moral and cultural skills. They make moral decisions through mature reasoning, showing a robust awareness of values such as honesty, fairness and respect.
19. There are outstanding features in the development of pupils' learning skills. Pupils throughout the school succeed outstandingly in undertaking tasks independently, thinking, questioning, concentrating and persevering when applying their knowledge in solving problems. They collaborate very purposefully, listening to each other's contributions before making decisions.
20. Pupils have an outstanding awareness of equal opportunities issues and respect for diversity in society.
21. The awareness and understanding of pupils of the world of work and of community aspects are very good.

Quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade3	Grade 4	Grade 5
42%	58%	0%	0%	0%

22. The quality of teaching in lessons exceeds the statistics for the whole of Wales for 2007-2008, as published in the Annual Report of HMCI which states that the quality of teaching is grade 2 or higher in 83% of lessons and grade 1 in 16% of lessons.

23. There is a very good relationship between the teachers, assistants and pupils, which promotes very effective learning.
24. Teachers have very good knowledge of the subjects and curriculum requirements and of the Foundation Stage for the learning of children under five. Everyone is treated equally, whatever their gender, race or ability.
25. The outstanding features of the teaching include: perceptive questioning that encourages pupils to ask questions and enhance their understanding; lively and very exciting presentations that inspire interest and fire pupils' imagination; practical activities of outstanding quality that increase pupils' understanding; very high expectations in pupils' presentations, and challenging tasks that encourage pupils to make decisions and solve problems for themselves in a way that promotes independent learning at its best.
26. The good features of the teaching include: lessons that are prepared thoroughly with clear aims that match the needs of the different groups within the class; effective use of resources, which include the interactive whiteboard; appropriate pace in every part of the lesson and use of varied teaching strategies including whole class teaching, group and individual activities as appropriate; effective use of praise and approval and creating a suitable work environment; ensuring equal opportunities by differentiating effectively, and developing the bilingual skills of pupils purposefully.
27. The quality of assessment and recording is good with outstanding features. Teachers operate a system that is fair, consistent and accurate in assessing pupils' achievements in all the subjects of the National Curriculum and religious education.
28. The ability of pupils to assess their own performance and that of their peers is fostered consistently. This is an outstanding feature.
29. Although the written work of pupils is marked regularly and constructive comments provided on some efforts, this practice is not consistent within key stage 2.
30. Parents have an opportunity every term to discuss the progress of their children and the quality of annual reports for parents is very good. Parents value the head teacher's comments.
31. The quality and variety of learning experiences provided for pupils is outstanding. A broad and balanced curriculum is provided that meets all the statutory requirements.
32. The revised schemes for the Foundation Stage, key stage 1 and key stage 2 provide clear guidelines for teachers. Although there is generally an outstanding element to this provision, the opportunities at key stage 2 for presenting ICT skills across the curriculum are good. The opportunities for developing mathematical skills across the curriculum at key stage 2 are inconsistent.

33. The experiences presented to pupils are enhanced outstandingly through the contributions of visitors and the various educational visits and experiences outside the school. Particular use is made of local resources and a broad range of activities are provided during the lunch hour and after school, including the Urdd Club.
34. The collective worship periods provide outstanding opportunities for pupils to contemplate spiritual and personal elements and the spiritual, moral, social and cultural development of pupils is promoted very effectively.
35. A very good partnership exists with parents. The Parent and Teacher Association is very enthusiastic and active. The school has numerous links with the local community that enhances the curricular provision.
36. Very good links are forged with other schools. The systems for transferring pupils to the two local secondary schools are very good.
37. The provision for developing global citizenship is outstanding. Awareness of the world of work in the area is well developed and advantage is taken of the practical links with local businesses and public services. Enterprise is promoted well.
38. The quality of care, support and guidance provided for pupils is outstanding. Pupils are very happy in the school. They are appreciated and supported by all adults.
39. Parents have clear confidence in the care and guidance that their children receive and in the way the school responds immediately and fully to any issues raised.
40. The school promotes the development of health and fitness well.
41. The provision for pupils with ALN is outstanding. The school has detailed and effective systems for quickly identifying pupils with ALN. The co-ordinator keeps organised and up-to-date records of the work. The member of the governing body with responsibility for ALN fulfils her duties conscientiously.
42. Very effective support is provided, ensuring that all pupils have full access to the curriculum and to all other activities in the school.
43. The school pays outstanding attention to ensuring equal opportunities for all pupils.

Leadership and management

44. The headteacher has a clear vision and, through a sound partnership with the management team and governors, the school succeeds in setting a purposeful strategic direction for its development. There is reference daily to 'Welshness, Respect for Others, and Doing our Very Best' and this is reflected in the outstanding work and commitment of pupils.

45. The governors know the school particularly well. They have a very good understanding of their responsibilities.
46. Systems for self-evaluation are comprehensive and the school's senior managers have thorough knowledge of its performance. They make effective and detailed use of the information to plan further improvements.
47. The headteacher and teachers contribute fully to the self-evaluation process and produce reports to be discussed and presented to the governors. The best of these reports are detailed and perceptive but a minority are too descriptive and they do not concentrate sufficiently on the quality of pupils' achievement and performance.
48. Pupils have valuable opportunities to express opinions. The contribution of the School Council to the school's self-evaluation procedures is an outstanding feature. The views of individual parents are gathered through questionnaires.
49. The inspection team agrees with the school's judgement in its self-evaluation report in each of the seven key questions.
50. The School Development Plan identifies the main school priorities, shows action points that are likely to lead to improvement, and provides details of the financial resources available to support priorities.
51. Good progress has been made in tackling the key issues identified in the last inspection in 2003. Results at the end of key stages, together with the lesson observation findings on this occasion show that high standards are maintained. Standards of skills in ICT have risen to be good by this time. Assessment information is having a positive effect on the provision and a system for self-assessment is developing well. Home/school agreements are in place.
52. Teachers have a wide range of qualifications, specialisms and experience that enables them to teach every aspect of the school curriculum. Foundation stage assistants and learning support assistants work closely and conscientiously with teachers. They contribute outstandingly to the teaching.
53. The supply of learning resources is good across all areas of the curriculum. School buildings and land are maintained very well and used effectively. The classrooms and hall are sufficient for the number of pupils.
54. However, there is heavy traffic on the road near the school when pupils arrive at the start of the day and as they leave at the end of the school day. Governors discuss this issue regularly and the County Council is investigating it.
55. The head and governors work together in an outstanding manner in order to ensure that the school budget is used to provide the best possible education for the pupils. They make outstanding use of the additional financial support from the Parent Teachers' Association and from local companies and organisations. They plan and monitor expenditure carefully. The school provides outstanding value for money.

Recommendations

In order to improve, the school needs to:

- R1 Plan the opportunities for pupils to use their day-to-day skills in mathematics across the curriculum at key stage 2 more purposefully. *
- R2 Disseminate best practice with regard to responding to pupils' written work at key stage 2. *
- R3 Reconcile the quality of subject self-evaluation reports with the best practice already in existence at the school, so that they express judgements on standards of achievement and identify matters for improvement. *
- R4 Continue to work with the local authority to ensure the ease of flow of traffic by the school entrance at busy times of the day.

* This has already been identified in the 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

56. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.
57. The evidence of the inspection shows that pupils succeed well with outstanding features in making progress in their learning and they also succeed well with outstanding features in achieving their learning targets against their potential. According to teachers' assessments at the end of key stage 2 in 2008, every pupil made progress of two levels or more from their results at the end of key stage 1.
58. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Stage.
59. Pupils throughout the school achieve outstanding standards in their knowledge, understanding and skills. Nearly all pupils, including those with ALN, reach the challenging targets set for them.
60. The standards and progress of children under five and pupils across the school in the key skills of speaking and listening, reading and writing Welsh are good with outstanding features. They watch and listen intently to presentations and questions by adults and fellow pupils. They respond confidently, clearly and at increasing length. They make very good use of their reading and writing skills in Welsh when looking at books, gathering information and recording in various forms and styles across the curriculum.
61. The standards of key stage 2 pupils in their skills in speaking and listening, reading and writing English are good with outstanding features. In their English medium lessons they discuss their work confidently, read fluently, showing a thorough understanding of the text, and record neatly and accurately in a range of different forms.
62. Pupils across the school achieve good standards with outstanding features in their mathematical skills across the curriculum. At key stage 1 they cope capably with the mathematical demands, such as counting, measuring, classifying, ordering and comparing that arise daily in their cross curricular activities. At key stage 2, they handle data in a variety of contexts and by the top of the school, make sensible decisions on what kind of graphs are appropriate for different purposes.
63. Pupils' ICT skills are good across the school. At key stage 1, pupils use a computer, interactive whiteboard and other ICT equipment confidently to reinforce their learning and create and record their work in a number of different contexts.

64. By key stage 2 pupils use ICT equipment and software capably to find information, analyse it, investigate their ideas and develop them, and to process, present and communicate information effectively.
65. Pupils make very good progress in their bilingual skills. By the end of key stage 2 they make very effective use of Welsh and English in their learning and switch easily from one language to another, as necessary.
66. There are outstanding features in the standards achieved and the progress pupils make in their knowledge and understanding of the Cwricwlwm Cymreig. By the top of the school, they have a broad knowledge of their own locality, and of Wales in a wider sense, including its history, geographical characteristics, artists, musicians and authors.
67. Pupils throughout the school achieve good standards with outstanding features in creative skills. They make particularly effective use of their imagination and creativity in art lessons, in creating Welsh and English stories and poems and when communicating ideas and in presenting and recording work in different areas.
68. At key stage 1, in 2008, according to teachers' assessments, nearly 98% of the pupils reached level 2 or above in the core subjects of Welsh, mathematics and science. The results are substantially higher than the county and national figures.
69. When compared with similar schools in terms of the percentage of pupils eligible for free school meals, over the last three years, teacher assessment results at the end of key stage 1 were in the upper 50% of schools for the core subject indicator, that is the percentage of pupils reaching level 2 or above in Welsh, mathematics and science.
70. There is no difference in pattern between the performance of boys and girls.
71. At key stage 2, in 2008, according to teacher assessments, 91% of the pupils reached level 4 or above in Welsh and mathematics, 96% in science and 93% in English. The results are substantially higher than those for Wales and the county of Ceredigion.
72. When comparing with similar schools in the percentage eligible for free school meals, over the past three years, teacher assessment results at the end of key stage 2 were consistently in the upper 50%, and one year were in the highest 25% of schools for the core subjects indicator, which is the percentage of pupils reaching level 4 or higher in Welsh or English and mathematics and science.
73. There is no difference in pattern between the performance of boys and girls.
74. Pupils throughout the school learn new information and skills quickly and effectively. They have an outstanding understanding of what they do in different lessons and what they need to do to improve their work.

75. Pupils show a lively interest in their work, and work enthusiastically and very productively in their lessons.
76. The behaviour and attitudes of pupils are very good and have a positive effect on their learning. They show respect and courtesy towards each other and towards adults.
77. The average attendance for the three full terms before the inspection was slightly above 95%, which is good. Pupils arrive punctually at school in the mornings.
78. There are outstanding features in the progress pupils make in their personal, social, moral and cultural skills. They make moral decisions through mature reasoning, showing a robust awareness of values such as honesty, fairness and respect.
79. There are outstanding features in the development of pupils' learning skills. Pupils throughout the school show outstanding success in undertaking tasks independently, thinking, questioning, concentrating and persevering when applying their knowledge to solving problems. They collaborate very purposefully, listening to each other's contributions before making decisions.
80. Pupils have an outstanding awareness of equal opportunities issues and of respect for diversity in society.
81. The awareness and understanding of pupils of the world of work and of community aspects are very good.

The quality of education and training

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

Grade 1: Good with outstanding features

82. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.

83. The quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
42%	58%	0%	0%	0%

84. The quality of education in lessons is better than the statistics for the whole of Wales for 2007-2008, as published in the Annual Report of the HMCI, which is that the quality of teaching is grade 1 and 2 in 83% of lessons and grade 1 in 16% of lessons.

85. There is a very good relationship between teachers, assistants and pupils, which promotes very effective learning.

86. Teachers have a very good knowledge of the subjects and requirements of the curriculum and the Foundation Stage for the learning of children under five. All pupils are treated equally, whatever their gender, race or ability.

87. The outstanding features of the teaching include:

- perceptive questioning that encourage pupils to ask questions and enhances their understanding;
- lively and very exciting presentations that inspire interest and fire pupils' imagination;
- practical activities of outstanding quality that increase pupils' understanding;
- challenging tasks that encourage pupils to make decisions and solve problems for themselves in a way that promotes independent learning at its best.

88. The good features of the teaching include:

- lessons that are prepared thoroughly with clear aims that match the needs of the different groups within the class;
- effective use of resources, which include the interactive whiteboard;
- appropriate pace in every part of the lesson and use of different teaching strategies including whole class teaching, group and individual activities as appropriate;
- effective use of praise and approval and creating a suitable work environment;
- ensuring equal opportunities by differentiating effectively and developing the bilingual skills of pupils purposefully;

89. The quality of assessment and recording is good with outstanding features.
90. Teachers operate a system that is fair, consistent and accurate for assessing pupils' achievements in all subjects of the National Curriculum and religious education. They meet the statutory requirements for assessment fully.
91. The process for observing and recording the progress and achievement of individual children in the Foundation Stage is an outstanding feature.
92. The school implements the baseline assessment and records end of key stage assessments effectively. The data gathered is analysed to target individual pupils within every class and to adapt provision when appropriate.
93. Consistency of assessment is ensured by a very effective system of internal moderation on the basis of work being allocated levels within subject portfolios, and then by joint moderation with other schools in co-operation with the relevant departments in the local secondary schools.
94. The criteria for success are shared and the pupils' ability to assess their own performance and the performance of peers is fostered consistently. Consequently, pupils come to understand what needs to be done to improve achievement. This is an outstanding feature.
95. Although the written work of pupils is marked regularly and constructive comments provided on some efforts, this practice is not consistent at key stage 2.
96. Parents have an opportunity every term to discuss the progress of their children and the quality of annual reports for parents is very good. Parents value the comments of the head teacher.

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

97. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
98. The quality and range of learning experiences provided for pupils across the school are outstanding. A broad and balanced curriculum is offered that meets all statutory requirements.
99. The revised schemes for the Foundation Stage, key stage 1 and key stage 2 provide clear guidelines for teachers. Within planning each term, the school plans decisively to provide equal opportunities and detail is given on specific activities and the way key and foundation skills are woven into the provision. Although there is generally an outstanding element to this provision, the opportunities at key stage 2 for presenting ICT skills across the curriculum are good. The opportunities for developing mathematical skills across the curriculum at key stage 2 are inconsistent.
100. The quality of provision for promoting the bilingual proficiency of pupils is one of the school's main strengths. Particular emphasis is placed on the Cwricwlwm Cymreig and Welsh culture in every aspect of school life and work.
101. The experiences presented to pupils are enhanced outstandingly through the contributions of visitors and the various educational visits and experiences outside the school. Particular use is made of local resources, including the National Library, the University, Leisure Centre, Arts Centre and the local secondary school. The school has undertaken a number of educational visits including Castell Henllys, the National Botanical Garden, a farm, Millennium Stadium, Welsh Assembly Government and Ynys Hir Nature Reserve.
102. A range of activities are provided during the lunch hour and after school, including the Urdd Club.
103. The collective worship periods conform to the statutory requirements and provide outstanding opportunities for pupils to contemplate spiritual and personal elements.
104. The spiritual, moral, social and cultural development of pupils is promoted very effectively through a cohesive system that incorporates elements such as personal and social education, circle time periods and the outstanding contribution of the School Council in influencing the implementation of the main aims of the school.
105. There is a very good partnership with parents. A home/school agreement exists and a school prospectus is produced annually that meets the statutory requirements. Information about activities is sent regularly to parents via the school website and by post. Parents expressed appreciation and satisfaction with this partnership in their responses to the pre-inspection questionnaire and in their oral responses in the meeting for parents.

106. The Parent and Teacher Association is very hard-working and enthusiastic and succeeds in conducting various activities to raise money towards additional resources for the school and to organise social events with a family atmosphere to them.
107. The school has numerous links with the local community, which have a very positive influence on the range of experiences provided for pupils by enhancing the curricular provision. There is a close link with the churches, National Library and the Arts Centre.
108. Very good links are forged with other schools locally through co-operating on curricular aspects, and also with a school in another part of Wales and one in Norway. The arrangements for transferring pupils to the two local secondary schools are very good.
109. The provision for developing global citizenship is outstanding. The wide range of experiences encountered in organising and celebrating the annual international day raises pupils' awareness of different people and living conditions that exist across the world. Pupils contribute towards a good number of charities and good causes every year.
110. Awareness is developed well of the world of work in the area and advantage is taken of practical links with businesses and local public services. Skills in enterprise are promoted well by making pupils responsible for fruit stalls, promoting a Fair Trade stall and creating greetings cards for selling across the school.
111. The outstanding efforts of the school in promoting sustainability were rewarded through the award of the Green Flag for the second time in June 2008. Every class develops at least one 'eco school' aspect every year.
112. A substantial range of school activities reflect national priorities and promote lifelong learning very effectively.

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

Grade 1: Good with outstanding features

113. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
114. The quality of care, support and guidance provided for pupils is outstanding. Pupils are very happy in school and there is a very good relationship between them and the teaching and ancillary staff. The school plans and manages support systems and services in a caring and inclusive ethos where pupils are appreciated and supported by all adults.
115. The school works in outstanding partnership with parents and always considers their opinion. Parents have clear confidence in the care and guidance their children receive and in the way the school responds immediately and fully to any issues they raise.
116. There are effective systems to enable the youngest children to settle quickly. They feel safe and at home in school and are given good support by all members of staff. These arrangements are further promoted through the close partnership between the Nursery Group and the school.
117. The school has robust, clear policies and procedures to ensure the welfare, health and safety of pupils and a response is made promptly to any concern. The headteacher and designated member of the governors undertake the responsibility for child protection conscientiously and all members of staff are familiar with the arrangements.
118. Risk assessments are completed and all members of staff have a first aid qualification. The school organises careful supervision during break periods and as pupils arrive at school and leave.
119. The school ensures healthy development well. Phase 2 of the Healthy Schools scheme has been completed.
120. All pupils have an opportunity to voice their opinion and to express concerns through the class councils and using the 'worry box' in each class. The "Worry Inbox" enables pupils to send an email to the headteacher if they have any concern. Members of the school council meet regularly and respond outstandingly to the opportunity they have to discuss, express opinions and offer suggestions about issues relating to pupil welfare.
121. Attendance is recorded electronically in every class. The school monitors attendance and punctuality very carefully and responds immediately to any concern. This is an outstanding feature of school work.
122. The provision for pupils with ALN is outstanding and conforms fully to the requirements of the Code of Practice. The school has detailed and effective systems for quickly identifying pupils with ALN. The co-ordinator keeps well organised and up-to-date records of the work, and reviews provision regularly.

The member of the governing body with responsibility for ALN fulfils her duties conscientiously.

123. The school provides very effective support, ensuring that pupils have full access to the curriculum and to all other school activities. The individual education plans (IEPs) prepared for pupils with SEN include specific learning targets that correspond very well to their needs. The IEPs are reviewed regularly and discussed with parents regularly.
124. An outstanding feature is the provision of the Language Room. Following close collaboration between the school, Local Education Authority and the Language and Speech Service, a number of pupils with difficulties in language and speech are targeted. A link member of the school staff co-ordinates the practical arrangements within the school very effectively.
125. The school has a policy for more able and talented pupils, and they have identified individual pupils who are given a range of additional support in areas such as music, sports, art and writing.
126. Outstanding attention is given to ensuring equal opportunities for all pupils in the school. The emphasis placed on respect and tolerance across the curriculum, in services and in extra curricular activities promotes gender equality, good race relationships and respecting diversity.
127. The school has outstanding measures to respond to any oppressive behaviour, and respect for others is emphasised consistently. Any incident of oppressive behaviour is recorded and the school responds immediately. Within the week, the school contacts the family to confirm that the issue has been resolved.
128. The school has a disability equality scheme and an appropriate action plan. It has provided support in an outstanding way to ensure equal opportunities for disabled pupils.

Leadership and management

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

Grade 1: Good with outstanding features

129. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
130. The headteacher has a clear vision and, through a sound partnership with the management team and governors, the school succeeds in setting a purposeful strategic direction for its development. All of this creates an atmosphere of working as one team that aims towards the full development of all the pupils.
131. The school has clear policies, aims and objectives that are implemented fully in every aspect of its work. There is reference daily to 'Welshness, Respect for Others, and Doing our Very Best' and this is reflected in the outstanding work and commitment of pupils.
132. Specific responsibilities are shared amongst teachers and assistants and they make a significant contribution to the school's development. They support each other very effectively.
133. The school gives good consideration to local and national priorities. The planning for and introduction of the Foundation Stage and Curriculum 2008 have been implemented. Sustainability is promoted through the efforts of the Eco Committee that has gained the Green Flag for the second time. The Basic Skills Agency Quality Mark has been gained for the third time. Consideration is given to health and fitness by implementing Phase 2 of the Healthy Schools.
134. The school sets targets for pupils annually in the core subjects based on an analysis of class work.
135. Detailed job descriptions have been provided for all members of staff and the school has very effective systems to manage their performance. Induction programmes are implemented for teachers who are newly qualified.
136. Governors know the school particularly well. They have a very good understanding of their responsibilities and work closely with the headteacher to set an appropriate strategic direction for the school's development. This is an outstanding feature.
137. All members of the governing body have an opportunity to visit classes as part of the school's outstanding system of monitoring, and ensuring that governors are able to receive direct evidence of pupils' achievement.
138. The governing body fulfils its statutory responsibilities completely. The Annual Report of the Governors for parents and the school prospectus conform fully to the requirements.

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

Grade 1: Good with outstanding features

139. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
140. For some years, the school has established, developed and improved self-evaluation processes that are by now a key part of its life and work. The systems are comprehensive and based on direct evidence from a number of sources. The senior managers have a thorough knowledge of the school's performance and they make effective and detailed use of this information to plan further improvements.
141. The headteacher and teachers contribute fully to the self-evaluation process by analysing pupils' work to identify strengths and aspects that need developing. They observe lessons in order to evaluate teaching and learning. They share good practice by analysing schemes of work and provision in the curriculum areas in order to identify ways forward. They collate, analyse and summarise monitoring evidence and produce reports to be discussed and presented to governors. The best of these reports are detailed and perceptive but a minority are too descriptive and they do not concentrate sufficiently on the quality of pupils' achievement and performance.
142. Pupils have valuable opportunities to express opinions by means of suitable questionnaires. The contribution of the School Council to the school's self-evaluation procedures is an outstanding feature. They provide reports on how pupils learn, discuss and make decisions on issues that affect them in school and present their findings to the governing body. The views of individual parents are gathered through questionnaires.
143. The self-evaluation report produced by the school is clear and comprehensive, and provides objective and honest views on the seven key questions. The findings of the inspection team correspond to the school's judgements in each of the seven key questions.
144. Leaders and managers make outstanding use of the information gathered in self-evaluation in order to improve the educational provision and raise standards. The School Development Plan identifies the main school priorities, outlines the action steps likely to lead to improvement, and provides details of the financial resources available to support priorities. The records for monitoring progress, including comments from individual members of staff and governors, are a very effective feature of the Plan.
145. Good progress has been made in tackling the key issues identified in the 2003 inspection. Results at the end of key stages, together with lesson observation findings on this occasion show that the high standards are being maintained. Standards in ICT skills have risen to be good by this time. Assessment information is having a positive effect on the provision, and a system for self-assessment is developing well. Home/school agreements are in place.

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

Grade 1: Good with outstanding features

146. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
147. Teachers have a wide range of qualifications, expertise and experience that enables them to teach every aspect of the school curriculum.
148. Foundation stage assistants and learning support assistants work closely and conscientiously with teachers. They contribute outstandingly to the teaching. A member of the management team leads them very effectively.
149. The supply of learning resources is good across all areas of the curriculum. Through the financial support of the Parent and Teacher Association, the school has succeeded in obtaining an interactive whiteboard for every class from year 1 onwards. The Association also contributes substantially towards the costs of school trips.
150. Each year, local businesses support the school by sponsoring the school's public concerts. Over the past year, a construction company has contributed substantially towards developing a garden for the school.
151. All resources are in a very good condition, accessible to teachers and pupils across the school and are used efficiently and effectively. The management team ensures that resources are bought for the best price and that there is co-operation across the school when ordering.
152. School grounds and buildings are very well maintained and are used effectively.
153. The classrooms and hall are sufficient for the number of pupils and the colourful and artistic displays around the school contribute well to creating an attractive environment. However, there is heavy traffic on the road near the school when pupils arrive at the start of the school day and as they leave. The Governors discuss the issue regularly and the County Council is investigating it.
154. Effective systems have been established to allow for teachers' planning, preparation and assessment time. The teaching and support staff take regular advantage of opportunities to update their skills by receiving a range of training that corresponds very well to their individual professional development needs as well as the school's priorities for development. These systems are an outstanding feature that have a positive influence on standards.
155. The headteacher and governors work together in an outstanding fashion in order to ensure that the school budget is used to provide the best possible education for the pupils. They make outstanding use of the additional financial support from the Parent and Teacher Association, local companies and organisations. The headteacher and governors have a thorough understanding of the financial needs and priorities for the future. They discuss in detail a number of options in setting priorities for the SDP and plan and monitor expenditure carefully. The school provides outstanding value for money.

School's response to the inspection

The governors, staff, parents and pupils wish to thank the inspection team for their professional and friendly manner during the process of inspecting the school in February 2009.

As a school we are pleased that the judgement of the inspectors agrees with and confirms the school's self-evaluation in each of the seven Key Questions. We feel that the inspection process has been a thorough and positive one, which has recognised the strengths and values of the school.

We look forward to continuing to maintain the outstanding standards that exist in every aspect of school life and work, and to develop the action plan to give attention to the aspects that require further attention.

We hope that we shall continue to co-operate as staff, governors and parents to foster pupils who will develop a sound awareness of being Welsh, who will respect each other and do their very best in every aspect of the life and work of Ysgol Gymraeg Aberystwyth.

Appendix 1

Basic information about the school

Name of school	Ysgol Gymraeg Aberystwyth
School type	Primary
Age-range of pupils	3 ½ - 11
Address of school	Plascrug Avenue Aberystwyth
Postcode	SY23 1HL
Telephone number	01970 617613

Headteacher	Mr Robert Clive Williams
Date of appointment	April 2001
Chair of governors/ Appropriate authority	Mr Clem Thomas
Registered inspector	Mr Gwilym Trebor Roberts
Dates of inspection	9 – 11 February, 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	33.5	50	38	48	42	48	39	41	335.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	5	18.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	5.6:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	21.9
Teacher (fte): class ratio	1.16:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	90.4	94.4	94.7
Summer 2008	93.4	93.2	96.1
Autumn 2008	92.6	91.3	96.3

Percentage of pupils entitled to free school meals	4.6
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		42		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	2	0	67	31
		National	0	2	10	63	26
We: oracy	Teacher assessment	School	0	2	5	64	29
		National	0	2	10	62	26
We: reading	Teacher assessment	School	0	2	2	62	33
		National	0	2	15	59	23
We: writing	Teacher assessment	School	0	2	12	69	17
		National	0	3	19	66	12
Mathematics	Teacher assessment	School	0	0	2	52	45
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	2	57	40
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	98	In Wales	80

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			45	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	7	63	31
		National	0	0	0	0	1	4	16	50	29
Welsh	Teacher assessment	School	0	0	0	0	0	0	9	58	33
		National	1	0	1	1	1	5	19	49	24
Mathematics	Teacher assessment	School	0	0	0	0	0	2	7	51	40
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	4	62	33
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	87	In Wales	74

- 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

Six inspectors, including the school's nominee, spent the equivalent of 16 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 31 lessons or part lessons;
- 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 and support staff;
- groups of pupils representing each year group; and
- the school council.

The team also considered:

- the school's self-evaluation report;
- 55 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, the team held meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Gwilym Trebor Roberts Registered Inspector	Summary Key Questions 1 and 6 Recommendations
O. Glyn Roberts Team Inspector	Key Questions 2, 3 and 5
D. Gareth Jones Team Inspector	Key Questions 4 and 7
Deris Williams Lay Inspector	Contribution to key questions 1, 3, 4 and 7
Mr Rhodri R. Jones	Peer Assessor
Mr Robert Clive Williams	School nominee

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Acknowledgements

The inspectors would like to thank the governors, staff, pupils and parents of the school for their willing co-operation during the inspection.