

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

**A Report on the Quality of Education in**

**Pontrobert Primary School  
Pontrobert  
Meifod  
Powys  
SY22 6JN**

**School Number: 6662041**

**Date of Inspection: 20 October 2008**

**by**

**Terwyn James Tomos  
78879**

**Date of Publication: 22 December 2008**

**Under Estyn contract number: 1102108**

**© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Pontrobert Primary School 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 Pontrobert Primary School took place between 20/10/08 and 22/10/08. An independent team of inspectors, led by Terwyn James Tomos 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:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	6
Key Question 1: How well do learners achieve?	6
<b>The quality of education and training</b>	8
Key Question 2: How effective are teaching, training and assessment?	8
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	12
<b>Leadership and management</b>	14
Key Question 5: How effective are leadership and strategic management?	14
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	15
Key Question 7: How efficient are leaders and managers in using resources?	16
<b>Standards achieved in subjects and areas of learning</b>	18
Foundation phase	18
Mathematics	20
Information technology	21
Art	22
Physical education	23
Religious education	24
<b>School's response to the inspection</b>	25
<b>Appendices</b>	26
1 Basic information about the school	26
2 School data and indicators	26
3 National Curriculum assessments results	27
4 Evidence base of the inspection	27
5 Composition and responsibilities of the inspection team	28

## **Context**

### **The nature of the provider**

1. Pontrobert Primary School is a small rural Welsh medium school located in the centre of the village of Pontrobert in north Powys. The school's catchment is a farming area with a number of the pupils living on farms, or with agricultural connections. It is a traditional Welsh area with a notable historical tradition.
2. Although the majority of pupils come from homes where English is the first language (69%), this is a Welsh school that teaches its pupils through the medium of Welsh in key stage 1 and aims to ensure that each pupil is bilingual before transferring to the secondary school. In key stage 2, English is taught as a subject and used as the medium of instruction in other subjects.
3. At the time of the inspection, there were 24 pupils between four and eleven years of age on the register. This is less than at the time of the last inspection when there were 54 pupils at the school.
4. Pupils are taught in two classes, one for pupils between four and seven years of age and the other for pupils between seven and eleven years of age. Normally, pupils start school during the term of their fourth birthday.
5. According to the school, the area is neither prosperous nor economically disadvantaged. No pupil at the school is entitled to free school meals. This is considerably lower than the county and national percentage.
6. The school accepts pupils from across the whole ability range. Six pupils (25%) have been identified by the school as having additional learning needs (ALN). This is higher than the county and national percentages. No pupil has a statement of special educational needs (SEN).
7. Since September 2007 the school has had an acting headteacher. She was a teacher at the school for over 15 years prior to this. The second teacher at the school is beginning her second year in her career. The school was last inspected during October 2002.

### **The school's priorities and targets**

8. Overall, the school's main aims are to maintain and raise pupils' standards in all curricular areas in line with the requirements of the national curriculum (NC) and to develop a civilised society that emphasises moral and human values, and develops self-respect and tolerance towards others.
9. The school's main priorities for 2007-2010 include:
  - raising standards of work in Welsh oracy and writing
  - implement the Foundation Phase
  - improve the provision for information and communications technology (ICT)
  - raise the standards of physical education and personal and social education (PSE)
  - attain the Eco-Schools silver award and work towards the Green Flag, attain the second award for Healthy Schools and gain status as a Fair Trade School.

## Summary

10. Pontrobert Primary School is a good school with some outstanding features. Pupils achieve good standards and are effective independent learners, and the school provides rich opportunities for them that promote their learning well. The headteacher and governing body have a clear vision, and are supported by a dedicated staff. It is a very inclusive school.
11. Good progress has been made in addressing the vast majority of key issues identified in the previous inspection.

### Table of grades awarded

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

12. The school's judgement in its self-evaluation report agrees with the inspection team's judgement in six of the seven key questions. In one question, the inspection team awarded a higher grade than the self-evaluation report.

### Standards and progress

13. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	69%	12%	-	-

14. Standards in lessons are higher than the national figures in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2006-2007, which states that overall, standards are Grade 1 or Grade 2 in 80% of lessons inspected. The figures are also higher than the 10% deemed nationally to be a Grade 1.

### Subjects and/or areas of learning for under-fives

15. As there are only two children in the under-fives age group, it is not appropriate to comment on standards in the six areas of activity.

### Grades for standards in subjects inspected

16. The standards achieved in the subjects inspected in key stages 1 and 2 are as follows:

Inspection Area	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 1
Information technology	Grade 2	Grade 1
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

17. The education provided by the school satisfies the needs of all children effectively.
18. Pupils throughout the school make good progress with some outstanding features in their literacy, ICT and bilingual skills. Overall, also make very good progress in applying their mathematical skills across the curriculum and good progress in their creative skills.
19. In key stage 1 in 2008, pupils' attainment was better than performance in the county and nationally in Welsh and science, and lower than the national performance in mathematics. Pupils attainment in key stage 2 was very close to the national performance in English, Welsh and mathematics, and slightly lower than the county and national performance in science.
20. During the period 2005-2007, in key stages 1 and 2, the small number of pupils makes it difficult to come to a valid conclusion on patterns of attainment in the end of key stage assessments. In comparing the cohorts with other similar schools on the basis of free school meals, the indicators vary greatly from being in the highest performing 25% to the lowest 25%. However, during the period 2002-2007, 91.2% (31 of 34 pupils) in key stage 1 succeeded in attaining the core subject indicator (CSI), and 80.6% (29 of 36 pupils) in key stage 2.
21. Pupils of all ages make good progress in their learning. By the end of key stage 2, they consciously use specific thinking skills skilfully across the curriculum. They ask questions knowledgeably and confidently develop new knowledge and skills.
22. Pupils make very good progress in their personal, spiritual, moral, social and cultural development. They have respect for the environment, teachers and other adults, for their peers and their local community. They are aware of those in the world that are less fortunate than them and respect other cultures and social traditions. They have a very good awareness of equal opportunities issues.
23. Pupils display outstanding progress in their ability to work independently and to take responsibility for their own work. They show good motivation and work productively in lessons. Pupils can arrange their own work, solve problems and make independent decisions increasingly confidently. They concentrate well on their tasks at all times, and each individual shows good progress towards achieving their potential.
24. Standards of behaviour are consistently very good at the school.
25. Pupils take an active part in their community, and contribute extensively to local events. Through curricular and cross-curricular activities, visits and community activities, pupils have developed an understanding of the world of work.
26. Attendance levels during the previous three complete terms are consistently good. The average for the three terms prior to the inspection was 94.16%. The figure for the reception class at 97% was outstanding. Pupils are punctual at the beginning of the day and for each lesson and occasion.

### **The quality of education and training**

27. In the lessons observed, the grades for the quality of teaching are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	79%	16%	-	-



28. Standards in lessons are higher than the national figures in HMCI's Annual Report for 2006-2007, which states that standards are Grade 1 and Grade 2 overall in 80% of lessons inspected. The figure is lower than the 14% awarded a Grade 1.
29. There are some shortcomings in the educational provision for the children under five, but there is evidence that these shortcomings can be easily remedied.
30. Very good use is made of staff expertise within a team teaching system, including the learning assistants. Teachers and assistants have an outstanding relationship with the pupils. All pupils are treated equally and are offered support of a high quality. This is a strength in the school.
31. An outstanding feature of the provision is the extremely effective planning and co-operation between the teachers and the learning assistants. They succeed in creating a positive work ethos in the classrooms.
32. Overall, the planning and preparation work for lessons is appropriate, and in some cases very good. In the best practice, detailed attention is paid to pupils' learning needs and to the requirements of the relevant curriculum.
33. The outstanding features to the teaching inspected includes:
  - high expectations of all pupils across all subjects and areas of learning;
  - effective teaching techniques that stimulate pupils to become confident and independent learners;
  - exceptional opportunities for pupils to develop their own ideas and to take ownership of their learning;
  - effective use of thinking maps;
  - effective use of different strategies, including individual, pair and group work, to motivate pupils to give of their best, and
  - skilful questioning in order to develop an investigative attitude to learning.
34. Teachers monitor pupils' progress carefully during lessons and ensure that pupils understand their tasks. The assessment for learning process is developing very effectively in key stage 2 and pupils are confident in evaluating their achievement across the curricular areas.
35. One of the school's strengths is the way pupils' bilingual proficiency is promoted. Every opportunity is taken effectively to develop the Cwricwlwm Cymreig within a good number of subjects.
36. There are comprehensive assessment arrangements that are a basis for all the school's targets. Teachers know their pupils well and plan a range of suitable methods to assess their progress.
37. Work is marked regularly and marking identifies the ways forward clearly for pupils.
38. The school conforms to the LEA's assessment policy in relation to implementing the standardised tests in language and mathematics across the school. Good use is made of the information for monitoring pupils' progress and standards of achievement, and to set appropriate targets.

39. The annual reports to parents meet with statutory requirements. They provide relevant information and outline pupils skills and achievements well, especially in the core subjects. They identify specific targets in relation to pupils' further development clearly.

### **Leadership and management**

40. The school is led firmly from day-to-day by the acting headteacher. Her leadership ensures that the school's values are promoted successfully. Her commitment to the well-being and development of each pupil is clear to each member of staff, governors and parents and is reflected in the work of the school.
41. The school development plan (SDP) is a useful working document that sets targets in a reasonable number of matters. The priorities identified are current, and are a response to school, county and national priorities. The evaluation procedures attached to the SDP are an effective means of measuring progress in the different matters.
42. The site is attractive and completely suitable to ensure a good education and support for pupils. Even so, it is not easy to move from one area of the school to another without impairing the work of either the secretary or one of the two classes. The building and the outside areas are kept clean and are used appropriately.
43. There is a detailed monitoring system in each curricular subject. Similar steps are followed in each one, including an evaluation of the provision, the seven key questions of the Common Inspection Framework and the monitoring of teaching. However, these responsibilities lay very heavily on the shoulders of the acting headteacher.
44. Good progress has been made in addressing the seven key issues identified in the previous inspection. All schemes of work have been reviewed; effective monitoring systems have been developed; a child protection policy has been developed and implemented; and substantial changes made to the school building.
45. Overall, governors' understanding of their roles and responsibilities are clear. They contribute successfully to the school's strategic planning processes, under the leadership of the acting headteacher. They give very good support to the acting headteacher and the remainder of the staff at the school. The governors' annual report to parents does not fully comply with statutory requirements.
46. There are sufficient appropriate resources across the curriculum for pupils' learning needs. They are used very effectively to promote the learning. Even so, there is a slight shortage of big play equipment for the children under five. The resources for ICT are very good.
47. The school's budget is managed efficiently. Effective use is made of the substantial contribution from the Parents and Teachers Association. Expenditure is regularly reviewed by the headteacher and governing body. The school provides good value for money.

## Recommendations

The school needs to:

- R1 address the shortcomings identified in the teaching and ensure more opportunities for children under five to develop creatively, physically, in knowledge and understanding of the world, and as inquisitive independent learners.
- R2 build on the good teaching and learning practices in the school to develop pupils further as independent learners in order to meet the requirements of the Framework for Children's Learning for 3-7 year olds in Wales in the Foundation Phase and the 2008 Curriculum.
- R3 continue to look for ways to adapt the school building to facilitate and enrich the interior and exterior provision in order to implement the Foundation phase.
- R4 look for ways of reducing the acting headteacher's workload as subject coordinator.
- R5 ensure that the governors' annual report to parents fully meets the current requirements.

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

- 48. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 49. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	69%	12%	-	-

- 50. Standards in lessons are higher than the national figures in HMCI Annual Report for 2006-2007, which states that overall, standards are Grade 1 or Grade 2 in 80% of lessons inspected. The figures are also higher than the 10% deemed nationally to be a Grade 1.

### The early years

- 51. As there are only two children in the under-fives age group, it is not appropriate to comment on standards in the six areas of activity.

### Grades for standards in subjects inspected

- 52. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 1
Information technology	Grade 2	Grade 1
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

53. In each of the subjects inspected, pupils make good progress towards attaining their potential, and achieve the agreed learning aims. Pupils with ALN show good progress in line with their targets.
54. Children under five and pupils in key stage 1 show good standards and progress in the key skills of listening, reading, speaking, writing, application of number and ICT. They confidently and increasingly independently apply these skills to a number of cross-curricular activities. Pupils develop their bilingual skills very quickly after starting at the school and attain good standards.
55. In key stage 2, there are very good features to pupils' standards and progress in their numeracy and literacy skills, and a number of outstanding features in their standards and progress in ICT. Overall, pupils speak clearly and confidently, using the appropriate vocabulary knowledgeably in English and Welsh. They read a range of sources appropriately in gleaning information across the curriculum, including the internet, and record their work in extended pieces of writing when appropriate. They make purposeful use of their numeracy skills in many aspects of their work across the curriculum.
56. The ability of key stage 2 pupils to use ICT for a variety of purposes is an outstanding feature of the school. The computer and other equipment are an integral a natural part of their learning environment and are used extensively and effectively by all pupils.
57. Pupils' bilingual skills are very good. Pupils in key stage 2 can use dual literacy completely naturally, gathering information in one language, and discussing and recording it in the other correctly and successfully.
58. In key stage 1 in 2008, pupils' attainment was better than the county and national performance in Welsh and science, and lower than the national performance in mathematics. Pupils attainment in key stage 2 was very close to the national performance in English, Welsh and mathematics, and slightly lower than the county and national performance in science.
59. During the period 2005-2007, in key stages 1 and 2, the small number of pupils makes it difficult to come to a valid conclusion on patterns of attainment in the end of key stage assessments. In comparing the cohorts with other similar schools on the basis of free school meals, the indicators vary greatly from being in the highest performing 25% to the lowest 25%. However, during the period 2002-2007, 91.2% (31 of 34 pupils) in key stage 1 succeeded in attaining the core subject indicator (CSI), and 80.6% (29 of 36 pupils) in key stage 2.
60. In both key stages, there are no significant differences between the performance of boys and girls, and the vast majority of pupils attain the agreed targets set for them.
61. Overall in the school, pupils have a very positive attitude towards learning. This is an outstanding feature of the life of the school. They are interested in their work and concentrate well on their tasks. There is a strong work ethos here and pupils respond enthusiastically in class.
62. Pupils' personal and social development is very good, and their ability to work together, through the 'thinking partners' in almost every lesson, is an outstanding feature. Pupils of all ages work comfortably and effectively in pairs and groups of various sizes.

63. Their ability to research and solve problems shows outstanding progress. This is best seen in research topics undertaken by them during this term in keys stage 2, and the same activity shows good development in pupils' creative skills.
64. Pupils work with the teachers to create their individual targets for each term. This strengthens pupils' awareness of these targets. Pupils in key stage 2 in particular can discuss the strengths and weaknesses of their work, and know that which needs to be done in order to improve its quality.
65. Pupils make very good progress in their, spiritual, moral, social and cultural development. They have respect for the environment, teachers and other adults, for their peers and their local community. They are aware of those in the world that are less fortunate than them and respect other cultures and social traditions. They have a very good awareness of equal opportunities issues.
66. Pupils' knowledge of the world of work is good and promoted through a variety of people who visit the school, such as the police, fire service, nurse, farmer, builder and a shop owner. They visit local farms and forestry workers. The knowledge is reinforced further by curricular and cross-curricular activities.
67. Pupils' knowledge of environmental and sustainability issues is sound. They have an increasing level of awareness of their responsibility for the school environment, their community and beyond. These aspects are reinforced through the activities of the school and eco councils, which are much appreciated and supported by the pupils.
68. The behaviour of pupils is consistently very good. They are courteous with staff and other adults. Pupils of all ages play together happily, and move around the school environment in an orderly manner, and understand and respect the high expectations that the school has of them.
69. Pupils' attendance levels are good. During the three complete terms prior to the inspection, the average attendance was 94.16%, which compares well with national figures. The figure for the reception class at 97% was outstanding. There were no instances of unauthorised absence during this period. Registration arrangements comply with statutory requirements and the data is kept on a computerised system. Pupils are punctual at the beginning of the day and for each lesson and occasion.

## **The quality of education and training**

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

#### **Grade 2: Good features and no important shortcomings**

70. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
71. In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
5%	79%	16%	-	-

72. Standards in lessons are higher than the national figures in HMCI's Annual Report for 2006-2007, which states that standards are Grade 1 and Grade 2

overall in 80% of lessons inspected. The figure is lower than the 14% awarded a Grade 1.

73. Teachers have a good knowledge of the NC subjects and religious education. The Framework for Children's Learning for 3-7 year olds in Wales has been adopted for children under five and in key stage 1 although this is not yet statutory. Planning processes are developing to reflect this. Very good use is made of staff expertise within a team teaching system, including the learning assistants.
74. Teachers and assistants have an outstanding relationship with the pupils. All pupils are treated equally and are offered support of a high quality. This is a strength in the school.
75. An outstanding feature of the provision is the extremely effective planning and co-operation between the teachers and the learning assistants. They succeed in creating a positive work ethos in the classrooms.
76. Overall, the planning and preparation work for lessons is appropriate, and in some cases very good. In the best practice, detailed attention is paid to pupils' learning needs and to the requirements of the relevant curriculum.
77. Teachers use a range of teaching methods and relevant resources that match the activities they are arranging successfully.
78. The outstanding features to the teaching inspected includes:
  - high expectations of all pupils across all subjects and areas of learning;
  - effective teaching techniques that stimulate pupils to become confident and independent learners;
  - exceptional opportunities for pupils to develop their own ideas and to take ownership of their learning;
  - effective use of thinking maps;
  - effective use of different strategies, including individual, pair and group work, to motivate pupils to give of their best, and
  - skilful questioning in order to develop an investigative attitude to learning.
79. The good features in the teaching inspected include:
  - lessons with clear objectives that are shared with pupils;
  - stimulating presentations that fire pupils' enthusiasm, and
  - differentiated tasks that enable pupils across the range of ability to achieve them successfully.
80. The shortcomings in the teaching inspected include:
  - over direction of children and pupils;
  - limited opportunities for pupils to make choices for their learning;
  - limited opportunities for children and pupils to think creatively, and
  - limited choice of materials to support the learning.

81. One of the school's strengths is the way pupils' bilingual proficiency is promoted. Every opportunity is taken effectively to develop the Cwricwlwm Cymreig within a good number of subjects.
82. Teachers monitor pupils' progress carefully during lessons and ensure that pupils understand their tasks. The assessment for learning process is developing very effectively in key stage 2 and pupils are confident in evaluating their achievement across the curricular areas. Effective use is made of digital equipment to record achievement for evaluating performances and offering improvement.
83. There are comprehensive assessment arrangements that are a basis for all the school's targets. Teachers know their pupils well and plan a range of suitable methods to assess their progress. All pupils are given equal opportunities to achieve to their full potential.
84. The school conforms to the LEA's assessment policy in relation to implementing the standardised tests in language and mathematics across the school. Good use is made of the information for monitoring pupils' progress and standards of achievement, and to set appropriate targets.
85. Portfolios of work, levelled in each subject with other schools in the cluster, help teachers to identify the levels that should be achieved.
86. Personal targets are set for all pupils. They are linked to their current performance and contribute significantly towards their improvement. At an appropriate level, the majority of pupils are aware of them and understand their purpose.
87. Work is marked regularly and marking identifies the ways forward clearly for pupils.
88. The annual reports to parents meet with statutory requirements. They provide relevant information and outline pupils' skills and achievements well, especially in the core subjects. They identify specific targets in relation to pupils' further development clearly. Parents are happy with the reports they receive and appreciate the opportunities they receive to discuss their children's work with the teachers.

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

<b>Grade 1: Good with outstanding features</b>
--

89. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
90. The curricular provision is balanced and flexible, and meets the requirements of the NC and religious education. It meets the needs and interests of pupils and reflects the aims and objectives of the school, noted in the school's prospectus and policies. There are comprehensive policies and schemes of work in place and operational, which promote the continuity and progression in the learning across the pupils' school career.
91. The school is beginning to effectively address the curricular changes in key stage 2 in the wake of the 2008 Curriculum, giving full consideration to the new subject requirements, as well as the non-statutory skills framework. The guidance contained within these documents has had a direct effect on the teaching and learning in the school and is an outstanding feature of the provision.

92. There are some shortcomings in the educational provision for children under five, but there is evidence that these shortcomings can be easily remedied. There are insufficient opportunities for the children to develop their practical skills and to develop as independent learners.
93. The provision for pupils with ALN is very good with outstanding features. It is entirely based on the early identification and regular individual high quality support. Pupils with ALN are fully assimilated to all activities in the school.
94. The emphasis that the school places on developing pupils' key skills, including those skills identified in the non-statutory Skills Framework, are a good feature. The school has gained the Basic Skills Agency Quality Mark for the third time. In their schemes of work, teachers clearly identify opportunities for pupils to develop and use their skills, and continuity and progression is evident.
95. Great emphasis is placed on developing pupils' bilingual skills, which is an outstanding feature of the school. All the school's activities, curricular and extra-curricular, promote these skills very well. Through the school council, the pupils themselves decided that Welsh would be the language of the playground. Pupils receive appropriate opportunities to develop their linguistic skills through taking part in community activities, local eisteddfodau and Urdd activities, including visits to the camp at Llangrannog.
96. The school offers a suitable Cwricwlwm Cymreig, which includes a number of aspects including local history, geography (local and Wales), Welsh musicians, authors and artists. Through curricular activities, such as a detailed investigation into fair trading, pupils' awareness and understanding of other cultures is promoted.
97. There is an outstanding range of good quality experiences to support pupils' learning and social development. The range is unusually wide considering the size of the school, and pupils' success in sports and musical activities, at county and national level is exceptional and an outstanding feature of the provision. Pupils' learning experiences are extended through providing opportunities for them to take part in activities out of school hours and in co-operation with the local community.
98. A wide range of aspects of school life are used to promote and develop pupils' PSE. The circle time arranged regularly contributes extensively towards this development. The school responds fully to national guidelines in this field.
99. There is outstanding provision for promoting healthy eating habits amongst the pupils and staff. Fruit is provided for eating during break time, and the rule for not eating sweets and biscuits includes every member of the school community. The school council has been prominent in promoting this.
100. There are suitable learning experiences for promoting spiritual, moral, social and cultural development. Pupils' spiritual development is promoted through daily acts of collective worship, the subsequent circle time and religious education lessons. Pupils receive outstanding opportunities to undertake responsibilities in the school.
101. The school's provision is enriched by guest speakers and visitors, including members of the clergy, the vicar, policemen, artists and others. This promotes pupils' respect towards different values and attitudes, and promotes awareness of global citizenship. The school encourages its pupils to think about others and to participate in community activities and events, including fund raising for charities.



102. The school makes good efforts to operate in a sustainable way, with the commitment of the eco committee. Pupils are involved in recycling schemes. Through curricular subjects, especially science and geography, and projects on matters such as Fair Trade, pupils are encouraged to develop an understanding of sustainable development and global citizenship.
103. Partnerships with parents are very good. The 'Friends of the School' raise a substantial amount of money annually towards resources for the school. Parents help on school trips. Overall, parents are supportive of the school's work and express a very high level of satisfaction. A home/school agreement is in place and effectively operated.
104. There are sound arrangements in place with other schools with regard to transfer of pupils. Pupils visit their new secondary schools for activity days and teachers from those schools come to work with pupils in Y6. There is a good relationship with the nursery school in the village, which meets in the village hall alongside the school. Children from the nursery school join the school for concerts and sports days.
105. Pupils' understanding of the world of work is developed effectively through visits to local businesses, especially farms, arranging business projects such as estate agents, organic vegetables shop, and receiving visitors to the school to speak about their work. At times the school works with nearby schools in this area.
106. The school is successful in setting the foundations for lifelong learning. This is specifically developed through giving guidance to pupils to develop into independent learners who have basic skills and bilingualism of a high quality. This is definitely an excellence within the school. The close collaboration that exists between the school and the community, including meetings between the school council and the local community council, promotes pupils' understanding of community regeneration.

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

<b>Grade 1: Good with outstanding features</b>
--

107. The findings of the inspection team do not agree with the Grade 2 judgement made by the school in its self-evaluation report. The self-evaluation report has not given sufficient recognition to the outstanding features of the provision. These include teachers' thorough knowledge of the different needs of pupils, the exceptional quality of the care, support and guidance that pupils receive, the outstanding use of learning assistants, the detailed planning to ensure the same educational and social opportunities for each pupil, and the particular success with regard to developing the school's inclusive ethos. There are exceptional partnerships with parents and other people from the community interested in the school.
108. Procedures for induction and transfer are good. There are very good systems in place to welcome new pupils into the school and good arrangements to help them settle into the school. One teacher works with children in the school's nursery and this helps to prepare small children for the rules at Ysgol Pontrobert. Parents of new pupils are welcomed into the school to see the provision and to receive important documentation, at times some time before the official starting date.

109. The quality of the personal support and guidance provided for pupils is outstanding. Each pupil has full access to the school's PSE programme. Daily arrangements encourage pupils to take responsibility for their own actions and to respect the views of other people. This is especially encouraged when working together in groups and pairs and in taking part in team games.
110. Pupils are encouraged to consider and discuss matters of personal importance to them during collective worship sessions, and the related circle time provides them with opportunities to delve further into those issues.
111. The 'Golden Time' system at the school encourages children to behave and work well, and to make a good effort in every activity.
112. When a pupil is absent without explanation, the school telephones the home on the first morning. There are appropriate policies in place that are implemented effectively to promote good punctuality, attendance and behaviour.
113. Parents find it easy to approach the school to discuss any issues or concerns and praise the information they receive regarding their child's education. Parents state that the school is very good at identifying pupils who need additional support at both ends of the ability spectrum.
114. Policies and procedures to lessen all forms of harassment, including bullying and eliminate oppressive behaviour are implemented effectively. The emphasis is on praising good features and promoting good behaviour throughout the school. Pupils can note any complaints in the 'Anti-bullying Box'.
115. The school council is well led. Two pupils from the council attend meetings of the school's governing body and have the opportunity to express their opinion on suitable matters. The school and eco councils receive an annual budget to be used for their activities. The children will normally choose how to spend the money. This enriches the work of the school by developing pupils' understanding of business and enterprise.
116. The school successfully encourages pupils to be healthy and promotes regular exercise and healthy eating. There is strong emphasis on all aspects of health education, and promoting a healthier lifestyle permeates the curriculum and is evident in the daily routines. The school encourages pupils to eat more healthily through providing fruit at break time and there is a circulating system of activities to promote fitness on the yard during break time. The school has been awarded level 1 of the Healthy Schools programme and is working towards level 2.
117. Pupils' lunches are transported from another local school. The menu follows the LEA guidelines and is very healthy. Through the school council, pupils have banned biscuits, chocolates and drinks that are full of sugar from the school. This includes the teachers and assistants.
118. The site is secure with all doors needing a code to open. All staff are trained in first aid.
119. Policies and procedures for child protection are implemented effectively. The acting headteacher is the designated person for child protection issues and the other staff are aware of this. They have all received training and are familiar with the system. All staff are within the LEA guidelines with regard to criminal records checks.

120. The provision for pupils with ALN is very good with outstanding features. The procedures confirm to the current Code of Practice. All the teaching and support staff work together very effectively as a team to provide support and guidance of a high quality, at all times considering the needs and well-being of the pupils. Pupils with ALN make good and sometimes very good progress relative to their needs and stage of development. One of the school's outstanding features is the way it provides support for each pupil through using open questioning methods that leave all pupils free to respond according to their ability. Everyone's contribution is appreciated and they receive opportunities to develop individually without a feeling of failure.
121. There are effective systems for early identification of ALN. Individual educational plans (IEPs) are prepared through discussion between the class teachers and the support assistants. The IEPs include clear targets that correspond with the needs of individual pupils. The IEPs are reviewed regularly and discussed with parents and pupils. Pupils benefit from appropriate programmes, such as POPAT and 'Small Steps' to develop and improve their skills.
122. An outstanding feature of the provision is the school's success in promoting equal opportunities, addressing social disadvantage and challenging stereotyping. It is very effective in offering equal opportunities to all pupils and ensuring that they are fully involved in the life and work of the school.
123. The school recognises and respects diversity. This aspect is a clear part of the school's curriculum. Tolerance and friendliness towards everyone of every background, race and creed is promoted throughout the school. This feeling is reinforced by the school's family ethos where each pupil is respected and treated fairly. The school's equal opportunities policy satisfies current requirements.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

124. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
125. The school is led firmly from day-to-day by the acting headteacher. Her leadership ensures that the school's values are promoted successfully. Her commitment to the well-being and development of each pupil is clear to each member of staff, governors and parents and is reflected in the work of the school. She gives sound priority to setting and maintaining high standards and to developing the pupils as independent learners who have high levels of key skills.
126. Appropriate consideration is given to local and national priorities. There are examples of working with other schools in the area, and the work of introducing the 2008 Curriculum and the non-statutory Skills Framework are receiving sound and thorough attention.
127. The acting headteacher and the teachers analyse pupils' performance data individually and use the information to set challenging but appropriate individual targets for them. The targets are realistic and achievable, and based on the pupils' performance, and the pupils are actively involved in setting their targets.

128. On the whole, all staff fulfil their curricular and managerial responsibilities effectively. Standards of achievement and the provision are monitored regularly, and any recommendations are acted upon. However, due to unavoidable circumstances, the headteacher's workload as the leader of the vast majority of school subjects is excessive.
129. Policies and procedures for performance management are in place and being implemented appropriately. Staff evaluation is a part of this, and contributes effectively towards further professional development. Guidelines for newly qualified teachers were followed appropriately during the previous educational year.
130. The SDP is a useful working document that sets targets in a reasonable number of matters. The priorities identified are current, and are a response to school, county and national priorities. The evaluation procedures attached to the SDP are an effective means of measuring progress in the different matters.
131. Overall, governors' understanding of their roles and responsibilities are clear. They contribute successfully to the school's strategic planning processes, under the leadership of the acting headteacher. The educational provision is regularly discussed as part of the school's monitoring processes. They give very good support to the acting headteacher and the remainder of the staff at the school.
132. The governing body meets regularly and, overall, pays due attention to statutory requirements in preparing and implementing policies. Even so, the contents of the governors' annual report to parents does not fully comply with statutory requirements.

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

<b>Grade 2: Good features and no important shortcomings</b>
---

133. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
134. The rigorous self-evaluation arrangements implemented at the school ensure that the school has good information on its performance. The school's findings in its self-evaluation report for the seven key questions agree with the inspection team's judgement in six of the seven key questions. In Key Question 4, the inspection team awarded a higher grade than that identified by the school.
135. The quality of the school's self-evaluation report is good and gives appropriate attention to the criteria of the Common Inspection Framework. There is a strong focus in the report on evaluating pupils' standards of achievement and includes a detailed analysis of the school's strengths together with those aspects that need further development. The report is clear and concise and refers to an appropriate range of sources of evidence.
136. There is a detailed monitoring system in each curricular subject. Similar steps are followed in each one, including an evaluation of the provision, the seven key questions of the Common Inspection Framework and the monitoring of teaching. Issues to be acted upon are identified and included in the SDP. However, these responsibilities lay very heavily on the shoulders of the acting headteacher.

137. Suitable opportunities are provided for parents to express an opinion on the extra-curricular provision through completing an appropriate questionnaire. The findings were analysed and the school acted on some of the matters raised. The school responds immediately to any concerns brought to its attention.
138. Considerable emphasis is placed on the voice of the learner. Pupils have the opportunity to express their opinion on their learning in specific areas such as English, Welsh and ICT.
139. Pupils are given good opportunities through the school council to express an opinion on matters that affect their lives in the school and in the community. The school council also influenced recent community decisions. For example, representatives of the school council discussed with the local community council the possibility of having a Christmas tree in the village.
140. The quality of the process of planning to ensure improvement is good. The information gathered through the self-evaluation process is used effectively in order to determine the priorities and targets in the SDP. The plan includes clear steps for action together with success indicators and allocates resources to support the priorities.
141. Good progress has been made in addressing the vast majority of key issues identified in the previous inspection.
142. The schemes of work for key stage 1 and the under-fives have been updated to match the Framework for Children's Learning for 3-7 year olds and the current NC for pupils in Y1 and Y2.
143. Effective systems have been developed to monitor standards and provision in the foundation subjects and appropriate and consistent use is made of assessment to plan pupils' work.
144. There are policies in place for child protection and PSE, and the school is continuing to develop its self-evaluation schemes.
145. The work of extending the classroom for key stage 2 has been completed, and effective use is made by the Foundation phase of the space available in the middle room at the school.
146. The school fully meets the requirements for registering pupils, pupils' reports, children under five and the school prospectus. However, the governors' annual report to parents does not fully meet statutory requirements.

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

<b>Grade 2: Good features and no important shortcomings</b>
---

147. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
148. The school has a sufficient supply of teaching staff and the teacher/pupil ratio is favourable. Teachers are appropriately qualified and have a good range of subject expertise. The part-time, supply and peripatetic teachers that visit the school make a positive contribution to the school's curriculum and good use is made of their subject expertise in subjects such as art and music.

149. Statutory requirements regarding workforce re-modelling are met. There is a suitable system in place to ensure planning, preparation and assessment time for teachers.
150. The use made of classroom assistants in key stages 1 and 2 is an outstanding feature of the school's provision, and is to be commended. They contribute substantially to the school's curriculum, give significant support to the teaching staff and valuable guidance to pupils.
151. Staff take advantage of opportunities to receive training and guidance in their continuous professional development. Recent training had a positive effect on the teaching and learning at the school, and appropriate use is made of the specialist services provided by the LEA.
152. There are sufficient resources across the curriculum that are appropriate for pupils' learning needs. They are used very effectively to promote the learning. Even so, there is a slight shortage of big play equipment for the children under five. The resources for ICT are very good and are used effectively by staff and pupils to promote the learning.
153. With the current numbers, the site is completely suitable to ensure good education and support for pupils. Even so, it is not easy to move from one area of the school to another without impairing the work of either the secretary or one of the two classes. The building and the outside areas are kept clean and are used appropriately.
154. The building is kept in a good condition and appropriate attention is paid to health and safety issues. There are appropriate displays throughout the school and the building offers suitable access for pupils or adults with physical disabilities. Children under five and key stage 1 pupils do not have easy access to the appropriate outdoor area at the school.
155. The school's external environment is attractive and contributes to pupils' learning. The playground is clean with clear markings. The external area, which includes gardens and a sand pit, has been created for the Foundation Phase at the front of the school. 'Parc Eifion', a community area developed by the Parent Teacher Association at the school, provides a large, secure area with good resources for children to play and take part in sporting and outdoor activities. There is a suitable and secure area to park cars or a bus away from the road.
156. Bordering with the school is the community hall, which is available to the school during the day. It is a good building that was recently refurbished to a high standard. It is used for physical education and music lessons. It is also home to the local nursery group.
157. The school's budget is managed efficiently, and expenditure decisions are appropriately linked to the development plans. Effective use is made of the substantial contribution from the Parents and Teachers Association. Expenditure is regularly reviewed by the headteacher and governing body. The school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under Fives**

158. As there are only two children in the under-fives age group, it is not appropriate to make comments on standards in the six areas of activity. As a result, the grades and comments that follow relate to the provision in the school.

#### **Language, literacy and communication skills**

##### **Grade 2: Good features and no important shortcomings**

###### **Good features**

159. The provision for children's speech development is broad and appropriate.

160. Children are encouraged to develop a broad vocabulary through listening to stories, learning simple songs and emulating the language of the teacher and classroom assistant.

161. In the areas for enriching learning, opportunities are provided to use speech and recognise letters and simple words.

162. There is a broad range of appropriate books and story sacks are provided for use in class and the home.

163. Daily opportunities are provided for nurturing marking skills, including creating letters through using clay and paint.

###### **Shortcomings**

164. There are no important shortcomings.

#### **Personal and social development**

##### **Grade 2: Good features and no important shortcomings**

###### **Good features**

165. The provision for children's personal and social development varies from circle time, opportunities for role-play, playing and working together in small focus groups and as a whole class.

166. Children are encouraged to make friends and respect the feelings of others.

167. They are given opportunities to undertake responsibility and to concentrate for fairly lengthy periods.

168. Opportunities are provided for them to discuss their feelings and the things that make them sad or happy, openly and maturely.

###### **Shortcomings**

169. There are no important shortcomings.

#### **Mathematical development**

##### **Grade 2: Good features and no important shortcomings**

###### **Good features**

170. A range of group activities are provided for pupils in order to nurture their recognition skills and in using numbers 1-10.

171. They are given opportunities to use money during role-play in the fruit shop and the travel agency.

172. Number games are provided for them as well as table activities.

173. Opportunities are provided to sort objects according to size, shape and colour.

174. There are opportunities to make simple patterns through using prints and arranging different objects.

### **Shortcomings**

175. There are no important shortcomings.

### **Knowledge and understanding of the world**

#### **Grade 3: Good features outweighing shortcomings**

##### **Good features**

176. Opportunities are provided for children to taste different fruits and to express their preference. They are encouraged to explain their choice and to understand why eating fruit is good for them.

177. Some opportunities are provided for them to explore the outside world in the care of an adult.

178. They are given opportunities to understand from where some foods come.

179. They also receive opportunities to use the discovery and sensory area and to use equipment that light up in the darkness.

180. The role-play provision also contributes to their understanding that countries are different and to choose places to go on holidays. For example, they have opportunities to use a computer and a telephone in arranging a holiday.

181. Opportunities are provided for them to use a computer. There is a wide range of suitable software available in the class, together with earphones, an interactive whiteboard, digital camera and recording equipment.

### **Shortcomings**

182. Pupils only receive few opportunities to explore objects independently and to nurture their curiosity of the world around them through asking questions.

183. Opportunities provided for pupils to use the outside area as a research and discover resource without the guidance of an adult are also rare.

### **Creative development**

#### **Grade 3: Good features outweighing shortcomings**

##### **Good features**

184. Children receive opportunities to use painting, printing, gluing and cutting equipment more often than not under the guidance of an adult.

185. Limited opportunities are provided for them to make choices in creating masks and emulating other work.

186. Opportunities are provided for them to create pictures through using appropriate computer programs.



187. A wide range of musical instruments are available for their use and opportunities are provided for them to use instruments to create creative compositions with the whole class.
188. The nearby park is an excellent resource for creativity and performances and opportunities are occasionally provided for children in this adventure park.
189. A range of simple Welsh songs are used to promote children's ability to sing correctly and with expression.

### **Shortcomings**

190. Opportunities for pupils to choose resources to create and paint independently and to create paintings and 3-D creations on topics of their own choice are scarce.
191. The opportunities and encouragement provided for pupils to use musical instruments and sound during their free choice periods are limited.

### **Physical development**

#### **Grade 3: Good features outweighing shortcomings**

##### **Good features**

192. Extensive opportunities are provided for children to use a variety of small equipment to nurture their marking and control skills.
193. They receive opportunities to develop their spatial awareness during physical education lessons as well as developing movement skills at different levels and speeds. They have opportunities to move in different ways including running, skipping, walking, dragging and rolling.
194. Some opportunities are provided for them to use large toys during break time and during occasional visits to the nearby adventure park.
195. They are encouraged to dress appropriately for physical education and to dress and undress independently. Great emphasis is placed on promoting children's understanding of hygiene and safety.

##### **Shortcomings**

196. There is an insufficient supply of large play equipment available to develop control, climbing and adventure skills daily, both inside and outside.
197. There are insufficient daily opportunities for children to develop their pedalling and steering skills when using large toys in the outside play area.

<h3><b>Mathematics</b></h3>
-----------------------------

#### **Key Stage 1: Grade 2: Good features and no important shortcomings**

#### **Key Stage 2: Grade 1: Good with outstanding features**

##### **Outstanding features**

198. In key stages 1 and 2, pupils can recall number facts very quickly, and use mental strategies knowledgeably and quickly in order to solve number problems.
199. Pupils in key stage 2 can apply mathematical concepts to various situations confidently and correctly. They clearly and fully understand the importance of number and calculating in their lives and are very confident in their use.

200. The understanding of older pupils in key stage 2 of the relationship between percentages, fractions and the decimal system is very sound, and they can make accurate comparisons very quickly and confidently.

### **Good features**

201. In key stage 1, pupils can build on the skills learnt previously to move their own learning forward. They use appropriate mathematical vocabulary confidently and show a sound understanding of mathematical concepts appropriate to their age.
202. Pupils in key stage 1 can read, write and arrange numbers correctly, and their understanding of place value is sound. They can count out loud in different sized steps both upwards and downwards.
203. In both key stages, pupils can solve mathematical problems confidently. They explain their work logically and can decide on the most appropriate methods of addressing mathematical tasks.
204. Pupils in both key stages can use mathematical computer software confidently. Pupils in key stage 1 cope successfully with computer games and exercises, and pupils in key stage 2 use programs such as spreadsheets confidently in cross-curricular situations.
205. Overall, in key stage 2, pupils can estimate sensibly, and reason mathematically to justify and prove results and theories.
206. Pupils develop data handling skills well, recording various graphs on paper and by means of a computer. They can interpret a variety of graphs correctly and quickly in various cross-curricular contexts.

### **Shortcomings**

207. There are no important shortcomings.

<b>Information technology</b>
-------------------------------

**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

208. Pupils in key stage 2 make very effective use of a wide range of ICT skills to support and promote their learning in a range of tasks across the curriculum. During the inspection, pupils used computerised software and digital video camera equipment successfully to create an animated film.
209. They use their skills very confidently and independently and understand the purposes of different programs for specific tasks. They use appropriate vocabulary to describe their work confidently and effectively.
210. Pupils' use of a spreadsheet program as a means of recording activity in an imaginary shop is of a high standard, and their use of a range of ICT tools, such as digital video cameras and microphones is knowledgeable and confident.

### **Good features**

211. In key stage 1, pupils' use of a variety of ICT equipment, including computers and digital microphones confidently. They develop a good understanding of the equipment and use a variety of programs, including word processing and mathematical games, effectively in their work across the curriculum.

212. The majority of pupils in key stage 1 follow instructions on the screen correctly. They can use appropriate software to create simple presentations on geographical information, using the internet to find pictures to include in their presentation. They make good use of appropriate programs to promote their basic skills in literacy and numeracy.
213. In key stage 2, each pupil can work independently, confidently and effectively on the computer. They use the digital cameras, still and video, appropriately and use the pictures to enrich their project or research work.
214. Pupils can load, save, recall and print their work well. They can also confidently transfer work from one computer program to another. They can make informed choices about colour, format and size, in order to create finished work of a good standard, following the criteria agreed earlier.
215. Use of the internet is good throughout the school, and it is used appropriately to research and support pupils' learning. Pupils in key stage 2 are fully aware of safety issues on the web, using the appropriate website to prove their knowledge and increase their understanding. They can discuss the dangers knowledgeably.
216. Pupils across the school use data handling software at a level appropriate for their age, including programmes to record various graphs in scientific experiments and spreadsheets to model business activity.

### **Shortcomings**

217. There are no important shortcomings.

<b>Art</b>
------------

**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 2: Good features and no important shortcomings**

### **Good features**

218. Pupils in both key stages are developing their knowledge and understanding of artists, craftspeople and designers and work in a variety of media. Pupils in key stage 1 speak authoritatively about Picasso and create masks and paintings that emulate his work.
219. Pupils in key stage 2 develop their understanding of the processes necessary to draw physical movements through studying the work of Roald Broadstock, Lowry and others. They discuss art and the styles of famous artists maturely and confidently, using the appropriate technical vocabulary.
220. They use multimedia processes to help them create sketches before using other materials to create finished paintings.
221. Pupils in key stage 2 have worked with a local artist and draughtsman to create an animated film. They understand the need to analyse, compare and evaluate, developing their ideas through examining the materials and the most effective processes to create the finished film. In evaluating their work with their peers, pupils discuss some of the techniques used by them maturely and suggest ways of improvement.
222. Pupils in both key stages show good control of different media, including crayons, pastels, paint and coloured pencils to create a variety of effective work.

223. In both key stages, pupils use ICT programs effectively to create imaginative and interesting pictures.

### **Shortcomings**

224. There are no important shortcomings.

<b>Physical education</b>
---------------------------

**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

225. Pupils across key stage 2 display outstanding skills in ball handling, working with a partner, understanding of the rules of netball and playing a game together. They take part in local and national competitions, such as those arranged by the Urdd, and have achieved success.

226. They refine their skills, evaluate their performances and improve minor faults throughout their performances. They also show exceptional personal maturity in helping each other and appreciating the efforts of others.

227. They understand the importance of working together and effort in playing as a team.

### **Good features**

228. Pupils in key stage 1 are developing and reinforcing their gymnastic skills and techniques showing increasing control of their bodies when performing movements.

229. They use tension appropriately, holding movements for a specific period, and create a sequence of movements at different levels.

230. They are aware of the need to carry equipment safely and to work together to carry mats.

231. They also have spatial awareness and take their turn considering the needs of others as well as themselves.

232. Pupils in both key stages dress appropriately in lessons and work energetically over an extended period. They follow the teachers' instructions in detail, showing a good understanding of the requirements of the activities being undertaken and of the expectations with regard to the quality of their performance.

233. They describe the standard of their own work and the performance of other pupils knowledgeably, using the correct technical vocabulary.

234. The awareness of pupils in both key stages of the beneficial effects exercise has on the body is good. They also understand the importance of warming the body before starting any energetic work.

235. Pupils use their skills effectively in team games in competitions and after-school clubs.

### **Shortcomings**

236. There are no important shortcomings.

<b>Religious education</b>
----------------------------

**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 2: Good features and no important shortcomings**

**Good features**

237. Pupils in key stage 1 can describe some of the main features of the Islamic faith using the appropriate vocabulary. They can recall facts and information learnt previously, and could describe sensibly, and at an appropriate level, some of the differences between Christianity and Islam.
238. Pupils can also identify some buildings and artefacts that are important to Christianity and the Islamic religion.
239. Through collective worship at the school, pupils have a good understanding of the importance of worship and the importance of particular places to people of different faiths.
240. Pupils in key stage 2 have a good knowledge of the Islamic faith and can confidently compare the religion with some other religions. They use previous knowledge very well to reason and research, and can ask penetrating questions in discussing some of the features of the religion.
241. In key stage 2, pupils' understanding of the importance of religion to different people is sound. They can identify with the aspirations of Islamic practitioners as they take part in a pilgrimage.
242. They appreciate that religions are different to each other, and can describe the differences effectively and show respect and tolerance towards those differences.
243. Pupils display a sound understanding of the importance of worship, and the importance of particular places and artefacts to people of different religions. This is evident in lessons and during acts of collective worship.
244. They fully understand the way in which religion can influence people's way of life, and can discuss these matters maturely and confidently in discussion groups.

**Shortcomings**

245. There are no important shortcomings.

### **School's response to the inspection**

Staff and governors are proud of the findings of the inspection that reflects the outstanding work that takes place at Ysgol Pontrobert. We are particularly proud of the children, their efforts and successes in all aspects of the schools life and work.

We are delighted that the school's particular care, industrious and friendly ethos is recognised together with the pupils' outstanding behaviour. We delight in pupils' ability to work together confidently in a variety of situations and of their very positive attitudes towards learning.

The school is proud of the praise given to the quality of teaching, the curricular provision and the broad experiences presented to the pupils. The skills of the teachers and learning assistants and the commitment of the governors are recognised.

The very good progress, with some outstanding features, seen in pupils' literacy, ICT, numeracy, and bilingual skills throughout the curriculum are acknowledged.

The school looks forward to the challenge of maintaining the high standards already attained. There are plans in hand to adapt the building further in order to expand and improve the provision for the children under five and make the best use of the facilities of the classroom and the open air. We shall be building on the good practice that already exists at the school in order to meet the needs of the Framework for Children's Learning for 3-7 year olds in Wales in the Foundation Phase and the 2008 Curriculum.

Ysgol Pontrobert would particularly like to thank members of the inspection team for their courtesy and professionalism during the inspection.

## Appendix 1

### Basic information about the school

Name of school	Pontrobert Primary School
School type	Primary
Age-range of pupils	4-11
Address of school	Pontrobert Meifod Powys
Postcode	SY22 6JN
Telephone number	01938 500394

Headteacher	Miss J Peate (Acting headteacher)
Date of appointment	1 September 2007
Chair of governors	Mrs Eleri Thomas
Registered inspector	Mr Terwyn Tomos
Dates of inspection	20 – 22 October 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		2	3	3	4	2	5	5	24

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	12:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	12
Teacher (fte): class ratio	1.1: 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	-	97.6	95.7
Spring 2008	-	98.6	91.7
Summer 2008	94.3	96	95.1

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

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2008</b>	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

### National Curriculum Assessment Results End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2008</b>	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

## Appendix 4

### Evidence base of the inspection

- The school was inspected over a period of six inspection days by a team of three inspectors and a nominee.
- Pre-inspection meetings were held with the staff, parents and governing body to discuss the work and life of the school.
- Twelve completed questionnaires were received from parents, and were carefully analysed. The vast majority of responses were very positive.
- School documentation was examined.
- Eighteen lessons and parts of learning sessions were inspected, the majority of them in the six particular subjects inspected.
- Inspectors listened to pupils reading from across the full age and ability range.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break time, lunch time and at the beginning and end of the school day.
- Inspectors attended the daily acts of collective worship.
- Post-inspection meetings were held with the headteacher, staff and governing body to discuss the findings of the inspection.



## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Terwyn Tomos Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 3, 5 and 7. Subjects: mathematics, information technology, religious education
Ms Owenna Davies Team Inspector	Key Questions 2, 4 and 6 Subjects: Children under five, art, physical education
Mr Dylan Jones Lay Inspector	Some aspects of Key Questions 1, 2, 3, 4 and 7
Miss Jane Peate Nominee	Attending meetings and providing information.

### *Acknowledgement*

*The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.*

**Contractor:** EPPC/Severn Crossing Ltd  
Suite H  
Britannic House  
Llandarcy  
Neath SA10 6JQ