

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***Ysgol Gynradd Gymunedol Ysbyty Ystwyth
Ystrad Meurig
Ceredigion***

School Number: 667-2357

Date of Inspection: 2-4 December 2002

by

***Ms Lona Thomas
Registered Inspector***

Date: 7 February 2003

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

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

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

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

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1. CONTEXT

The school and its priorities

Ysbyty Ystwyth Primary School is located in the small village of Ysbyty Ystwyth in Ceredigion. It serves the rural communities of Ysbyty Ystwyth, Pontrhydygroes and their surrounding area. Teaching is mainly through the medium of Welsh in line with the local education authority (LEA) policy for Category A schools. There are 22 pupils on roll. This is a significant reduction from the roll of 49 pupils at the time of the last inspection in May 1997.

There are two classes and each caters for the whole key stage respectively. There are no pupils who are under five presently on the school roll. The school notes that the catchment area is predominantly economically disadvantaged. Fifty per cent of pupils are registered as being entitled to free school meals and this is well above the national average. The pupils represent the full ability range. Around 30 per cent come from homes where Welsh is spoken.

Six pupils are on the school's register for special educational needs (SEN), four are on school action and two are on school action plus.

The school's aims include promoting and developing bilingualism, providing equal opportunities for each pupil to develop his/her full potential, fostering respect for other people and property and emphasising good behaviour.

2. MAIN FINDINGS

The main findings of the report

- In Key Stage 1 (KS1) and Key Stage 2 (KS2) pupils' standards of achievement in different National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
English	N/A	Good
Welsh	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Unsatisfactory
Geography	Good	Satisfactory
Art	Satisfactory	Satisfactory
Music	Good	Good
Physical education	Insufficient evidence	Insufficient evidence
Religious education	Good	Good

- Standards achieved were satisfactory or better in all lessons seen. They were satisfactory in 82 per cent of the lessons and good in 18 per cent.
- The provision for pupils with SEN is satisfactory and all are making satisfactory progress towards the targets set.

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- In the KS2 2002 NC assessment tests, five out of the six pupils who took the tests achieved level 4 or above. This is above the Welsh average of 68 per cent. Four achieved the higher level 5 in one subject and one pupil achieved the higher level 5 in all subjects.
 - Standards of achievement in relation to the development and application of key skills across the curriculum are variable. In Welsh, they are good in listening and satisfactory in speaking, reading and writing. In English at KS2, they are good in listening, speaking and reading and are satisfactory in writing. Pupils' application of key skills in numeracy and information and communication technology (ICT) across the curriculum is unsatisfactory.
 - Pupils' spiritual, moral and cultural development is good and reflects the positive and caring ethos of the school. Pupils social development is satisfactory; opportunities for pupils to take initiative and to collaborate in groups are limited.
 - The quality of pupils' behaviour and their attitudes to learning are satisfactory. There is generally an atmosphere of friendliness and good will amongst pupils and they are supportive of one another. The occasional loss of self-discipline by a small minority of pupils is handled well and does not affect the behaviour of the majority.
 - Pupils' attendance is good and most pupils arrive punctually in school.
 - The quality of teaching was satisfactory or better in all lessons observed. It was good in 24 per cent of lessons. Good features include good questioning techniques and the setting of interesting and challenging tasks.
 - The shortcomings noted include a lack of differentiation in tasks set for pupils of different ages and abilities, an over-emphasis on work sheets that restrict the flow of pupils' individual writing and a lack of opportunities for pupils to collaborate and develop independence. Older pupils are not encouraged to record their work regularly and efficiently in all subjects and this impedes progress and achievement. The presentation of pupils' work and the quality of their handwriting skills are generally unsatisfactory.
 - Procedures for assessment, recording and reporting are satisfactory. Marking is undertaken regularly and the records kept are useful in enabling teachers to monitor pupils' progress across the key stages. A weakness in the procedures is that the information gained from the marking, record keeping and classroom observations is not used effectively to plan suitably differentiated work to meet the needs of all pupils.
 - The school provides a curriculum that is satisfactory in its breadth, balance and relevance. The provision for homework is good and educational visits and visitors to the school enrich pupils' learning in subjects such as history, geography, art and music.
 - Standards of support, guidance and pupils' welfare are good. The family atmosphere created ensures that pupils feel safe and secure within the school.
 - The partnership with parents, community, school and institutions is satisfactory and the partnership with industry is also satisfactory.

- The school's systems for self-evaluation and planning for improvement are generally unsatisfactory. Appropriate documentation is not in place and the culture of self-evaluation is not well established in the school.
- The leadership of the school by the headteacher and governors is satisfactory. There are clear aims and values that are reflected in the day-to-day work of the school. There is an imbalance in pupil numbers between the two classes with six pupils in one and 16 in the other. There would be benefit for pupils if there were a more even distribution of numbers between the classes.
- The governing body is supportive and members are well informed about the life and work of the school. Budgetary matters are handled efficiently. The school does not, however, comply fully with statutory requirements in relation to the content of the school handbook.
- The general provision for staffing, accommodation and learning resources is good. Available resources are managed efficiently.
- The school was last inspected in May 1997 when eight key issues were highlighted. For the most part, all have been successfully addressed.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement were satisfactory or better in all sessions inspected. They were satisfactory in 82 per cent and good in 18 per cent.

- In KS1, pupils achieve good standards in geography, music and religious education. They achieve satisfactory standards in Welsh, mathematics, science, design and technology, information technology, history and art. There was insufficient evidence to form a judgement on standards in physical education.
- In KS2, standards of achievement in English are good overall; they are good in listening, speaking and reading and they are satisfactory in writing. In music and religious education, standards of achievement are good. Standards are satisfactory in Welsh, mathematics, science, design and technology, information technology, geography and art. In history, standards are unsatisfactory. There was insufficient evidence to make a judgement on standards in physical education.
- Pupils with SEN make satisfactory progress towards the targets set.
- The results of the KS2 NC assessments in 2002 show that five out of the six pupils who took the tests achieved level 4 or above in English, Welsh, mathematics and science. This is above the Welsh average of 68 per cent. In addition, each of the five pupils achieved the higher level 5 in at least one of the subjects and one pupil achieved level 5 in all four subjects. There is a slight discrepancy between teacher assessment and test results.

3.2 Standards Achieved in Key Skills across the Curriculum

Across both key stages, pupils' achievement and progress in applying key skills across the curriculum are variable. In English, they are good in listening, speaking and reading and satisfactory in writing. In Welsh, they are good in listening and

satisfactory in speaking, reading and writing. Standards in the application of number and the use of ICT across the curriculum are unsatisfactory.

- There is no whole-school strategy for the development of key skills across the curriculum.
- Pupils make good use of their listening skills and respond effectively to presentations, instructions and commands. Their speaking skills are generally satisfactory in Welsh although some pupils do not have the range of vocabulary and grasp of grammatical structures to enable them to be confident and fluent speakers in the language. While most answer questions correctly, they do not offer extended answers.
- Older pupils in KS2, when given suitable opportunities, demonstrate good speaking skills in English and contribute effectively to discussions.
- Pupils have opportunities to look for information in books. The research skills of the majority are satisfactory in Welsh and, in English, pupils in KS2 are able to seek information competently from reference books.
- Pupils across both stages have limited opportunities to write for a range of purposes and audiences.
- Pupils key skills in numeracy are unsatisfactory. Pupils' ability to calculate numbers is satisfactory but their ability to use their number skills across the curriculum is underdeveloped.
- The use made by pupils of ICT across the curriculum is unsatisfactory. Most pupils are developing satisfactory word-processing skills but very limited use is made of their ICT skills in developing work in different subjects.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for the pupils' spiritual, moral and cultural development is good and the provision for their social development is satisfactory.

- The school meets statutory requirements to provide a daily act of worship. Assemblies make a positive contribution to pupils' spiritual and moral development.
- Teachers and support staff succeed in creating a supportive and happy community for pupils. Relationships between staff and pupils and between pupils are mainly good. A very small number of pupils have difficulties in relating to others effectively. Most pupils respond warmly and courteously to school visitors and conduct themselves well. Older pupils help younger pupils.
- Opportunities for pupils to collaborate, to develop their skills of taking responsibility, and to use their initiative are limited. When given such opportunities, most respond effectively.
- Pupils' cultural development is well promoted. Visits to places of interest in the locality and participation in Urdd activities reinforce the Welsh dimension of pupils' education. Within religious education lessons, good attention is given to learning about other religions and traditions.

4.2 Behaviour and Attitudes

The quality of pupils' behaviour and their attitudes to learning are satisfactory.

- The school is an organised and welcoming community. There are aims, objectives and rules that show appropriate expectations in relation to pupils' behaviour.
- There is a pleasant atmosphere of friendliness and good will amongst most pupils and they are supportive of one another.
- The occasional loss of self-discipline by a small minority of pupils is generally handled well and does not have an unfavourable impact on the behaviour of the majority. This behaviour does, however, have some adverse effect on the quality of the work produced by the pupils concerned.
- Parents are expected to support the school in maintaining good standards. Discussions are held with parents to discuss misbehaviour that continues to occur and parental permission is sought before embarking on a course of action to deal with the situation.
- Pupils are polite and friendly when talking to visitors.
- During the inspection no evidence of bullying was seen or reported. No pupil has been excluded from the school.

4.3 Attendance

Pupils' attendance is good.

- The monitoring of absence and follow up procedures are effective. Registration is efficient and registers are completed on time.
- Most pupils arrive punctually and lessons get off to a prompt start.
- Although the school has not formally set attendance targets, it tries hard to ensure that overall rates are maintained at current levels.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in all lessons observed. It was good in 24 per cent of lessons.

- The teachers have sound knowledge of the subjects they teach and they provide very good language models for pupils.
- Good support is provided by peripatetic teachers for Welsh and SEN. High quality support is also provided by a classroom assistant who is also the cook in the school.
- Teachers plan in considerable detail for each term and each week. The quality of the planning is good and provides a suitable base for the development of work in all subjects.

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- Good features of the teaching include the setting of tasks that are interesting and challenging. Questions posed extend pupils' learning and secure their involvement in discussion and reflection of what they have achieved.
 - The shortcomings noted in the teaching include insufficient differentiation in the tasks undertaken by pupils from different age groups. In KS2, there is an over-emphasis on work-sheet related activities that too often restrict the flow of pupils' individual writing. Pupils are not encouraged to record their work neatly and systematically in all subjects.
 - The classroom organisation in the KS2 class does not encourage collaborative activities and independence in pupils' learning from taking place.

5.2 Assessment, Recording and Reporting

Procedures for assessment, recording and reporting are satisfactory.

- The school has a policy that offers suitable guidance for assessment, recording and reporting and satisfactory use is made of evidence obtained from baseline and other tests to set realistic targets.
- Pupils' work is marked regularly and supportive comments are appended. The marking does not, however, suggest ways in which pupils can improve their work.
- Assessment opportunities are not identified in teachers' short-term planning. In addition, insufficient use is made of the information derived from marking pupils' work and from classroom observations of their performance are not used effectively to plan further work.
- Individual files that record pupils' achievements in the core areas are kept and samples of work are levelled in relation to NC criteria. These are useful in enabling teachers to monitor pupils' progress across the key stages.
- The system for recording pupils' progress in the foundation subjects and religious education is generally satisfactory.
- Teachers' record books contain useful detail of pupils' personal and social development, while individual pupil record files indicate their achievements in various aspects of school life, their successes outside school and their contributions to the life of the wider community.
- Annual reports to parents conform to statutory requirements. They offer a clear picture of individual pupil development but do not note the way forward.
- Parents have opportunities to discuss the content of written reports at the end of the school year.

5.3 Curriculum

The school provides a satisfactory curriculum that is broad, balanced and relevant and includes all subjects of the NC, including religious education. Statutory requirements are met.

- There are no pupils under five presently on the school's register. The quality of the provision for any such pupils is, however, satisfactory and is planned to promote the desirable learning outcomes for children's education over the six areas of learning.

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- Subject policies and schemes of work covering all subjects are in place. They are closely linked to schemes devised by the LEA and are appropriate in content.
 - There is no whole-school planning for the development of key skills across the curriculum but staff note opportunities for the development of these in their mid and short-term planning.
 - The quality of planning for differentiation according to age and ability is variable. In several instances, but particularly with KS2 pupils, the same work is given to all pupils. Many such activities are based on work-sheets that do not sufficiently extend and stimulate pupils.
 - The provision for homework is good. Appropriate work is set on a regular basis and the practice in KS2 of keeping homework diaries serves well to involve parents in the process.
 - The provision is socially inclusive. All pupils, including those with SEN, participate fully in all aspects of the curriculum.
 - Educational visits and visitors to the school enrich pupils' learning in subjects such as history and art.
 - There is a policy for the development of pupils' personal and social education but not all aspects of this are fully implemented into the curriculum.
 - The *Cwricwlwm Cymreig* is included in aspects of teachers' planning and in pupils' learning experiences.

5.4 Support, Guidance and Pupils' Welfare

Standards of support, guidance and pupils' welfare are good.

- The school succeeds in creating a family community where pupils feel happy and secure.
- Staff know their pupils well and give full consideration to their personal needs. Pupils are aware that they can turn to the adults at any time for support and guidance.
- Teachers are aware of pupils' individual learning and medical needs. Good procedures are in place to contact parents and family members when appropriate.
- Pupils' achievements are acknowledged and celebrated in a variety of ways.
- A range of policies, including those on health and safety, make an important contribution to pupils' safety, welfare and development. A specific school policy is in place for child protection with the designated responsible person named as the headteacher.
- A policy for personal and social education is in place. Pupils are beginning to benefit from experiences that are offered in this area but they are not regularly implemented at present.
- The headteacher and class teacher hold up-dated first aid certificates.
- Procedures for welcoming pupils when they first start school and for transferring them to the comprehensive school are well established and effective.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is satisfactory and the pupils are making satisfactory progress towards the targets set.

- Six pupils are identified as having SEN and they have additional support from a peripatetic teacher for a short time only.
- Individual education plans (IEPs) have identified appropriate and reachable targets. The strategies devised to meet the targets are relevant to the needs of each pupil. Parents are kept well informed of their children's progress.
- Pupils with SEN have access to the full curriculum but there is insufficient differentiation in some tasks set during lessons to ensure that they are suitably challenged at their own pace and level.
- The use of ICT to support the specific learning needs of SEN pupils is underdeveloped.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with parents, community, school and other institutions is satisfactory.

- Parents receive a calendar of school activities and newsletters are sent regularly. These keep parents in touch with day to day activities. Parents are not as well informed on curriculum matters.
- Almost all parents have signed the home/school agreement.
- Many parents give of their time generously to assist the school. They help with after-school clubs and with transport for school excursions.
- The school's Parent Teacher Association raises money for the school and provides a focus for social gatherings.
- Some parents state that meetings to discuss their pupils' progress or in relation to the governors' annual report to them are arranged during normal working hours and are therefore unhelpful to some parents who are at work.
- The school has good links with its community. The links with the local church are strong and the school welcomes local people to concerts and special services. The local vicar visits the school regularly to take an assembly and to talk to pupils.
- Members of the community, including the vicar, a policeman and a local farmer visit the school to talk to pupils. Such activities serve to extend and enhance the curriculum for pupils.
- The school co-operates with a local enterprise group in community works and innovations.
- Links with the local secondary school and with its cluster group of primary schools are satisfactory. Transfer arrangements with the secondary school are good and serve to ease the transfer from one phase to the next for Y6 pupils. The school receives feedback on the progress of pupils in the secondary school.

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- As it is a small school, there are no strong links with teacher training establishments but Y12 pupils from the local secondary school are accommodated for work experience.
 - The school makes use of all relevant services provided by the LEA when available.

5.7 Partnership with Industry

The links with industry are satisfactory.

- The headteacher has attended courses on business management and such experiences have been put to good use in developing links with local businesses.
- Pupils gain experiences of the world of work from visiting businesses in the area and these are linked to classroom themes. There are particularly close links with a local quarry. Both curricular and financial benefits have developed from such links.
- The school has enjoyed success in an entrepreneurial competition run by a national newspaper.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of the school's self-evaluation and planning for improvement is unsatisfactory. The culture of self-evaluation is not well established in the school.

- The range and nature of the objectives for improvement that the school has set in response to self-evaluation are based on the personal form that the headteacher has completed in relation to her own performance management. There is no documentation relating to self-evaluation and planning for improvement for the school as a whole.
- The school development plan (SDP) contains appropriate targets for development and strategies for their implementation. The document includes appropriate consideration to costing implications. Priorities in relation to accomplishing the targets have not been established.
- The analysis of national tests and the tracking of pupils' achievements are generally satisfactory. The setting of individual targets for pupils, to overcome specific weaknesses identified, is a good initiative for development.
- The school has responded positively to the key issues identified in the 1997 report but not all have been fully addressed.

6.2 Leadership and Efficiency

The leadership of the school by the headteacher and governors is satisfactory.

- The headteacher has full-time responsibility for a class and most administrative duties are done after school and at weekends. She has opted to use the money for relief duties for supply cover, as and when required. No secretarial help is available.

- There are clear aims and values that are reflected in the day-to-day work of the school. A pleasant and supportive ethos has been created and, as a result, the children enjoy coming to school and this has a beneficial effect on their learning.
- The organisation of the two classes is according to key stage and this has resulted in considerable imbalance in pupil numbers between the two. In one, there are six pupils while in the other there are 16. There would be benefit for pupils in some re-organisation to counteract this imbalance.
- The governing body is supportive and members are generally well informed about the life and work of the school. Budgetary matters are dealt with efficiently. The school does not, however, comply fully with statutory requirements in relation to the school handbook.
- Despite the lack of secretarial support, the day-to-day administration of the school runs smoothly.

6.3 Staffing, Accommodation and Learning Resources

The general provision for staffing, accommodation and learning resources is good.

- The school is suitably staffed for the number of pupils on roll. Teachers' qualifications and experience are appropriate to their responsibilities. They benefit from suitable in-service training (INSET) that is organised on a cluster basis.
- There are suitable job descriptions for the teaching staff.
- The school building provides satisfactory space for the number of pupils on roll. The school hall, however, has no equipment for physical education and pupils have to travel to a nearby leisure centre for this purpose.
- The standard of displays within the school is generally good and they make a positive contribution to the provision of an effective learning environment.
- There is a satisfactory supply of learning materials that for most part is used effectively. ICT resources and resources for practical work are however underused.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

There were no children under five in the school at the time of the inspection. The policy for the under-fives takes appropriate account of the desirable outcomes for children's learning and there are suitable practical resources to support the work for the age group.

Welsh

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils listen well in language sessions and enjoy listening to stories.

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- They are enthusiastic when sharing their news and are eager to express their views and ideas during discussion sessions.
 - The reading skills of pupils in KS1 are developing well. They all enjoy books and are eager to read. Pupils in Y2 read a simple text correctly and with understanding.
 - Pupils in Y2 compose short paragraphs and use a satisfactory range of sentence structures. They use a capital letter and the full stop with reasonable accuracy.
 - In KS2, pupils' listening skills in language sessions are good. They make satisfactory progress in their spoken language and the majority respond confidently and express opinions effectively when they have opportunities to contribute to discussions.
 - Pupils in KS2 respond well to reading tasks and generally display satisfactory understanding of the material they read. The most able can summarise the plot and discuss their opinions of the characters and their importance to the story.
 - Pupils across the key stage make satisfactory progress in the amount and quality of their writing. They write for a satisfactory range of purposes including descriptions, poetry, dialogue and letters. Most have an appropriate sense of audience. The more able write with a satisfactory degree of accuracy in relation to paragraphing, spelling, and punctuation.

Shortcomings

- Pupils' handwriting and presentation across the school are untidy.
- Some pupils in KS2 do not understand certain words in their reading books and, as a result, their complete understanding of the text is impeded.
- Pupils in KS2 have insufficient opportunities to discuss in groups or within the whole class and, as a result, they lack confidence in offering extended answers.
- Language tasks in KS2 are too often based on restrictive work sheets and, as a result, pupils across the ability range do not produce sufficient extended pieces of individual writing.

English

Standards of achievement in KS2 are good overall. They are good in speaking, listening and reading and they are satisfactory in writing. In line with the LEA policy for Category A schools, English is not taught in KS1.

Good features

- Most pupils listen well and demonstrate a good level of understanding as they respond to questions. The majority speak clearly and confidently and by the end of the key stage they contribute well to discussions on for example their reading interests.
- The reading skills of the majority of pupils are good. Older pupils in particular display a good awareness of what factors make a good story. They have a good understanding of how to gain information from reference books. Many recall content well and some predict the conclusions of stories effectively.

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- The writing skills of the majority of pupils across the key stage are satisfactory in terms of content and punctuation and grammar. The quality of the written work of a small minority of pupils is good.
 - Pupils' writing includes some examples of descriptive writing, accounts, stories, poems and these are of a satisfactory standard.

Shortcomings

- A significant minority of pupils are insecure in their use of correct punctuation and grammar conventions.
- Pupils' ability to write for a variety of purposes and for different audiences is under-developed as a result of too few opportunities for this to happen.
- Pupils' skills in drafting and editing their work for improvement purposes are not well developed.
- The handwriting skills of the majority of pupils are unsatisfactory.

Mathematics

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, most pupils have a good grasp of number bonds and number patterns to 10.
- They are able to identify odd and even numbers and they count confidently in twos and fives.
- They are gaining a satisfactory understanding of simple addition and subtraction processes.
- Most identify basic two-dimensional shapes and the more able can describe their properties.
- In KS2, pupils are familiar with number symbols and correctly recognise number sequences. They recognise the value of coins and can calculate change accurately.
- They count forwards and backwards with different numbers and are confident with basic number problems.
- They have a satisfactory understanding of place value to 1000 and their calculations in the four rules of number are generally accurate.
- The more able, older pupils know the value of each digit, according to position up to 1,000,000.

Shortcomings

- Some pupils in KS1 are insecure in their recognition of basic two-dimensional shapes and most are unable to recognise basic three-dimensional shapes.
- Pupils in Y2 have no experience of telling the time.
- Pupils in KS2 do not have a satisfactory understanding of fractions and decimals and have no understanding of the relationship between them.
- They are insecure in their understanding of right angles, perimeter and area.

Science

Standards of achievement in science are satisfactory in both key stages.

Good features

- In their study of life processes, KS1 pupils develop a good understanding of the needs of plants and animals. They classify living things according to various criteria and demonstrate a good awareness of the importance of their environments for mini creatures.
- They have a satisfactory understanding of changes to certain objects when they are heated or cooled.
- They develop a satisfactory understanding of the need for a complete circuit to make electrical devices work.
- Across KS2, pupils develop a good knowledge and understanding of life processes and they categorise plants and animals, according to various criteria, effectively. They develop a good understanding of the functions of various parts of plants and they know some of the factors that influence seed dispersal.
- The majority develop a good awareness of the factors which contribute to healthy eating and healthy living. They have a good awareness of the importance of looking after their teeth.
- Pupils develop a satisfactory understanding of features relating to electricity and electrical circuits.
- They understand that materials can be changed in various ways and that some changes are reversible.
- They accumulate a satisfactory range of facts about the planets and the solar system.
- Across the key stage, pupils develop a good knowledge of the skeleton and its functions and demonstrate a good understanding of the functions of the heart and circulation of the blood.

Shortcomings

- The investigative skills of pupils in both key stages are underdeveloped.
- Pupils in KS2 do not have a good understanding of the factors that are needed to make a scientific test fair.
- The recording skills of pupils in KS2 are unsatisfactory.

Design and technology

Standards of achievement are satisfactory in both key stages.

Good features

- At levels appropriate to age, pupils in both key stages demonstrate satisfactory control technology skills as they give instructions to a floor robot.
- Pupils in KS1 display satisfactory planning skills as they discuss the ingredients they would like to include in drinks and foodstuffs they plan to make.

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- They make satisfactory initial drawings in preparation for producing paper, card and material representations of the seasons. Their finished efforts are of good quality.
 - Key stage 2 pupils contribute interesting ideas when preparing to make a pizza. They demonstrate satisfactory skills in the making process.
 - Pupils in KS2 demonstrate satisfactory planning skills when making various items of jewellery. Using a range of material, the majority produce end products of a good standard.
 - Pupils have worked well together to produce a patterned tablecloth from a variety of materials.

Shortcomings

- In both key stages, pupils' skills of working with a range of different kinds of materials are limited.
- In both key stages, pupils' skills of planning and evaluating their work are underdeveloped.

Information technology

Standards of achievement are satisfactory in both key stages.

Good features

- Across KS1, pupils make satisfactory progress in their general keyboard skills and their word processing skills are developing well.
- They are beginning to make good use of art program to produce effective images.
- Working with the teacher, they have begun to use data bases to produce bar graphs.
- Key stage 2 pupils demonstrate a variety of keyboard skills and use the mouse effectively. By the end of the key stage, the word processing skills of the majority are satisfactory.
- The majority of pupils are beginning to use the internet effectively to gather information on different topics.
- Pupils make good use of art program to create a number of interesting images.
- They make good progress in their skills of using the digital camera.

Shortcomings

- The majority of pupils in both key stages make limited use of their word processing skills to produce work across subjects.
- Key stage 2 pupils' skills of creating databases and preparing information for processing are underdeveloped.
- Pupils' skills of using e-mail facilities are under developed in KS2.

History

Standards of achievement in KS1 are satisfactory and in KS2 they are unsatisfactory.

Good features

- In KS1, pupils make good use of a visit to a farming museum to develop their understanding of the difference between the past and the present.
- Their understanding of the passing of time is developing satisfactorily. They understand the difference between 'today' and 'in times gone by'.
- They discuss the difference between farming implements used now and those used in their grandparents' time.
- Pupils in KS1 have devised questions to ask a local farmer about his recollections of farming conditions in the past.
- In their study of local history, KS2 pupils develop a satisfactory understanding of local characters from Welsh history such as Sir Herbert Lloyd and Sion Phylip.
- Some have a satisfactory understanding of chronology.
- They use historical language effectively to describe farming implements from long ago.

Shortcomings

- Pupils in KS2 are unable to discuss cause and effect of actions and events from the periods studied.
- Most have an insecure knowledge of the chronological order of the different periods that they have studied.
- As a result of not recording their work regularly in history, pupils in KS2 have poor recall of work previously covered.

Geography

Standards of achievement are good in KS1 and are satisfactory in KS2.

Good features

- Pupils in both key stages develop a satisfactory geographical vocabulary and use and understand geographical terms appropriately.
- In KS1, pupils' mapping skills are developing well. They are able to identify and locate prominent features on a map of the school and are beginning to devise a key for the map.
- Some are able to recognise Wales on a map and they can locate Ysbyty Ystwyth on the map of Wales.
- They understand that the weather dictates the clothes they wear and they show good awareness of seasonal changes and weather patterns.
- In KS2, pupils compare and contrast Ysbyty Ystwyth with the village of Chembakoli in India. They are able to discuss aspects of a place that is less economically developed than where they live. Some can describe a few of the physical and human features in both countries.

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- Pupils have done their own research on earthquakes and some display satisfactory understanding of the causes and effects of these on different areas of the world.

Shortcomings

- Partly as a result of the lack of written evidence available in the files of KS2 pupils, their recall of previous work undertaken is poor.
- They are unable to make significant geographical comparisons in relation to the contrasting area in Wales that they studied last term.

Art

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils' observational drawing and sketching skills are beginning to develop satisfactorily as they focus on a variety of farm objects.
- They make good use of their drawings to extend their skills in mono printing.
- They produce interesting collage work as part of their study of farming.
- Their awareness of the work of other artists is beginning to develop as a result of visiting an Arts Centre.
- They use a computer generated art program effectively to produce a variety of images.
- Pupils across KS2 have begun to use their sketchbooks to record information and to develop their skills of observational drawing. The recording work of the majority relating to farm implements shows a good focus on detail.
- They draw effectively on these sketches to enhance their skills in mono printing. The majority develop a good grasp of the process and produce finished work of good quality.
- They make good use of a visit to an Arts Centre to develop their understanding of ceramics.
- Pupils across the key stage have worked well with a variety of materials to produce collages of good quality depicting various landscape scenes. They have also produced effective computer generated work relating to this theme.
- Across the key stage, pupils make good use of ICT art packages to enhance their knowledge and skills.

Shortcomings

- In KS1 and in KS2, pupils' skills of working and experimenting with a variety of media in their drawing and painting work are underdeveloped.
- In KS2, pupils' awareness of the work of famous artists, including those from Wales, is limited.
- Pupils do not demonstrate satisfactory skills in producing three-dimensional work.

Music

Standards of achievement are good in both key stages.

Good features

- Pupils in both key stages know a range of songs in English and Welsh and sing them tunefully. Most are able to hold their tune when singing a two-part harmony.
- They have opportunities to perform in front of larger audiences when taking part in concerts or when competing in Urdd competitions.
- Opportunities are created for pupils across the key stages to perform their own compositions. They do this effectively, selecting appropriate tuned and untuned percussion instruments to do so.
- When appraising a piece of music by Vivaldi, pupils in KS2 are able to identify some of the instruments being played.
- Some convey effectively, through forming crayoned patterns, their feelings and interpretations of the different moods encountered in the music.
- Older pupils benefit from flute and violin lessons from peripatetic music specialists from the LEA's Music Support Services and all achieve satisfactory standards.

Shortcomings

- Pupils across the school do not have a broad experience of the music of other cultures.
- Pupils' skills of appraising their own and others' compositions and performances are not well developed.

Physical Education

No lessons were seen during the course of the inspection and, therefore, it was not possible to come to a judgement on standards of achievement in the subject.

Teachers' planning indicates that pupils have opportunities to experience a satisfactory range of activities and there is evidence that older pupils make good progress in swimming.

Religious Education

Standards of achievement in religious education are good in both key stages.

Good features

- In both key stages, pupils develop an increasing understanding of Christianity with special reference to prayer and worship.
- In the school assembly and in their class lessons, pupils listen to stories from the Bible and to a range of other stories to foster good relationships and caring values.
- Key stage 1 pupils make good use of visits to the local church as part of their focus on special places and they are aware of various features of the church, special occasions in the church's calendar and the work of the vicar.

- They are able to recount the story of Moses and of events leading up to the Exodus.
- Their awareness of Judaism is developing effectively through focusing on a number of features including the significance of the festival of Chanukah.
- Key stage 2 pupils have a good understanding of the importance of parables.
- They are aware of the importance of Christian festivals include the significance of the harvest festival.
- They are aware of the importance of rules in life and they know of the ten commandments.
- Pupils in KS2 make effective use of a visit to the local church to develop a good understanding of various parts of a place of worship and their importance. They are developing a good understanding of the significance of Christian symbols and of various events in the church year. The majority understand the importance of the communion service for Christians.
- Pupils have a good knowledge and understanding of a number of features relating to Judaism, including forms of worship and celebration of festivals. They demonstrate an effective understanding of how Jewish families prepare for, and celebrate the Shabbat.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Eight key issues arose from the last inspection in May 1997. The school's response has been as follows:

1. Raise standards of achievement in information technology.

Standards have risen from being unsatisfactory to being judged satisfactory. The work, however, remains within a narrow contest and there is insufficient use of ICT across the curriculum.

2. Build on the satisfactory achievements in subjects.

This has not been quite achieved. Standards have remained stable in most subjects but there has been a drop in standards of achievement history and geography in KS2. Standards have improved in English at KS2.

3. Improve the quality of the learning and teaching where there are weaknesses in KS1.

This has been achieved. Inspection findings were that the teaching and learning in KS1 was never less than satisfactory and was sometimes good.

4. Review the SDP, giving more emphasis to safeguarding quality and monitoring the work.

This has been achieved. The document now contains a list of appropriate targets with success criteria. Time-scales and costings are included. Priorities, however, have not been established.

5. Improve pupil punctuality.

A very small number of pupils continue to arrive late. Lessons, however, get off to a prompt start and the late arrivals do not cause excessive disruption.

6. Improve aspects of the provision and the activities for the under-fives.

No assessment can be made in relation to this key issue as there were no children under five on the school register at the time of the inspection.

7. Draw up a policy in relation to partnership with industry.

This has been done and links with industry were judged to be satisfactory.

8. Continue to develop the aspects of the practices of assessment and recording noted in the SDP.

Assessment and recording were judged to be satisfactory although daily continuous assessment is not used rigorously enough to provide differentiation in the tasks set for pupils of various ages and abilities.

8.2 Key Issues for Action

The school needs to:

- ensure that there is suitable differentiation in the tasks set for pupils of different age groups and ability in the same class;
- raise standards in history in KS2, in the development of key skills in numeracy and ICT across the curriculum and in those subjects that, although judged satisfactory overall, have some shortcomings;
- ensure that older pupils record their work regularly and more efficiently than at present;
- devise strategies to improve pupils' handwriting and the general presentation of their work;
- address the imbalance in pupil numbers between classes;
- ensure that all formal requirements are met in relation to the information provided in the school handbook for parents;
- provide opportunities to enable pupils, particularly in KS2, to collaborate in groups and to display more independence in their learning;
- devise more rigorous systems of self-evaluation and planning for improvement.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Gynradd Gymunedol Ysbyty Ystwyth
School type	Primary
Age-range of pupils	5-11
Address of school	Ystrad Meurig Ceredigion
Post-Code	SY25 6DE
Telephone Number	01974 282679

Headteacher	Mrs L Davies
Date of appointment	September 1986
Chair of Governors	Mrs D Hopkins Evans
Registered Inspector	Ms L Thomas
Dates of inspection	2-4 December 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	2	4	6	4	4	2	22

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0	2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	11:1
Average class size, excluding nursery and special classes	11
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	90.25	92.7	96.6	94.6
Term 2	90.8	95.2	96.8	96
Term 3	95.2	96.5	97.5	97

Number of pupils excluded during 12 months prior to	0
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inspection.	
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002	Number of pupils in Y2: 6
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As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included

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

In the school:	86	In Wales:	80
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D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002	Number of pupils in Y6: 6
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As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included

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:	87.5	In the school:	84
In Wales:	70	In Wales:	68

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.

A Pupils who have failed to register a level because of absence.

N Pupils who have failed to register a level for reasons other than absence.

B Pupils not entered for tests because they are working outside the levels of the tests.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

n Tests do not cover these levels.

n/a not applicable.

D. The Evidence Base of the Inspection

- there were two inspectors who spent two days each and a lay inspector for one day in the school;

- the life and work of the school were discussed during pre-inspection meetings with teachers, governors and parents;
- questionnaires from around 40 per cent of families were received and analysed;
- documentation relating to financial management were scrutinised;
- discussions were held with pupils and staff;
- pupils were observed in lessons and around the school;
- pupils' knowledge and understanding were examined in all NC subjects and religious education;
- teachers' planning and assessment files were checked; collective worship was observed daily.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Ms L Thomas	Rgl	Context Main findings Educational standards achieved by pupils Pupils' spiritual, moral, social and cultural development Teaching Curriculum Special educational needs Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since last inspection Key issues	Under-fives Welsh mathematics history geography music
Mr G Morris	Lay	Attendance Partnership with parents, community, schools and other institutions Partnership with industry	
Mr B Jones	Team	Behaviour and attitudes Assessment, recording and reporting Support, guidance and pupils' welfare Staffing, accommodation and learning resources	English science design and technology information technology art physical education religious education

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.