



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Cilgerran V.C.P. School
Cilgerran
Cardigan
Pembrokeshire
SA43 2SB**

Date of inspection: October 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Cilgerran V.C.P School

Ysgol Cilgerran is a Church in Wales Voluntary Controlled Primary School. It is situated in the village of Cilgerran in the north of Pembrokeshire. Welsh is the main medium of the school's life and work. There are 114 pupils between three and eleven years old on roll, including 13 part-time nursery pupils. Pupils are divided into five classes.

Approximately 7.6% of pupils are eligible for free school meals. This is much lower than the national average (19%). A minority of pupils speak Welsh at home and very few are from ethnic minority backgrounds. The school has identified 26% of its pupils as having additional learning needs, which is higher than the national percentage (21%). A very few have a statement of special educational needs.

The headteacher was appointed to the post in 2014 and the assistant headteacher was appointed in 2017. The school was last inspected in February 2013. Since then, the staffing structure has changed significantly and all members of the teaching staff and the senior management team are new to the school.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The headteacher's leadership and clear vision is one of the school's obvious strengths. The effective quality improvement procedures have ensured consistent progress in the school's improvement journey. The school is very true to its agreed aim of walking hand in hand, and working in partnership in order to encourage all pupils and members of staff to reach their full potential. It provides challenging opportunities to ensure that all pupils contribute fully and confidently bilingually to society. Although a minority of pupils have relatively low level Welsh language skills on entry to the school, it ensures that most make sound progress. The pupil's voice and pupils' rights are at the heart of school life, and pupils' standards of wellbeing and attitudes towards learning are very robust.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Increase the use of the Welsh language by pupils in informal situations and within the classrooms
- R2 Ensure opportunities for pupils in key stage 2 to develop the full range of information and communication technology (ICT) skills
- R3 Improve the standard of presentation of a few pupils across the school

What happens next

The school will produce an action plan that shows how it will address the recommendations.

Estyn will invite the school to prepare a case study on its improvement journey to be disseminated on Estyn's website.

Main findings

Standards: Good

On entry to the school, many pupils have mathematical skills that are similar to expectations. A majority of pupils who start at the school have Welsh language skills that at least correspond to what is expected for their age. By the end of their time at the school, most pupils make sound progress and achieve well, including pupils with additional learning needs.

Most pupils' oral and listening skills in the foundation phase are sound. By the end of the phase, they discuss their work confidently by using an increasing range of language patterns and suitable vocabulary. Most explain their activities clearly. Many enjoy reading and make good progress each year. They use an increasing range of phonic strategies confidently to build unfamiliar words. Most pupils in the foundation phase discuss the content of their books enthusiastically and refer to specific events and characters appropriately. Many develop sound writing skills and their work on pirates shows that they expand upon their ideas effectively.

Most pupils in key stage 2 communicate clearly and confidently in both languages, using formal language where appropriate, for example when presenting news articles. They listen attentively to the views of others and discuss various topics confidently. However, a few pupils do not use Welsh voluntarily in the classrooms or in informal situations. Many pupils in key stage 2 make sound progress in their reading in Welsh and English. They scan skilfully to gather information from different texts, including online, for example when producing a report on food rationing during the Second World War. A majority of pupils build successfully on their writing skills. By the end of key stage 2, they write extended adventure stories effectively and show a purposeful awareness of the audience. However, a few pupils' handwriting and presentation of work has a tendency to be untidy.

In the foundation phase, most pupils develop their numeracy skills well within the area of learning and across the curriculum. In Year 2, most have a good understanding of number patterns and place value. They add and subtract skilfully by using tens and units, and double or halve numbers correctly. Most use standard units to measure correctly and solve simple problems by considering information on a block graph, for example when interpreting their friends' favourite food. Many use co-ordinates well to locate different features on an imaginary pirate island.

In key stage 2, standards of numeracy are good in mathematics lessons and across the curriculum, and more able pupils achieve very well. Most pupils use a good range of mental calculation strategies to solve number problems that become increasingly more difficult. Many have a sound understanding of the relationship between fractions, decimals and percentages. Most pupils apply their numeracy skills well across the curriculum. A good example of this is collecting and presenting the results of recycling in different countries by using tables and graphs effectively. They show a good understanding of area and perimeter, for example when creating different areas in a memorial garden for the Second World War.

Most pupils across the foundation phase develop a full range of information and communication technology (ICT) skills and use them purposefully. They use these skills confidently across the areas of learning. A good example of this is the way in which they create graphs to show the hair colour of pupils in the class. In general, pupils' ICT skills in the rest of the school build appropriately on this foundation. Many pupils in key stage 2 develop their skills in researching safely on the internet and present information well. A good example of this is the way in which they have researched the history of the Second World War and presented information about the importance of planting vegetables. They develop purposeful skills in producing and using databases to analyse information and follow specific lines of enquiry. However, most do not have a competent understanding of how to use spreadsheets when modelling.

Wellbeing and attitudes to learning: Good

Nearly all pupils' behaviour is one of the school's strengths. Pupils are extremely polite towards each other, staff and visitors. They are very caring towards each other and the older children take care of the younger ones very naturally. Nearly all pupils feel safe at school and know exactly whom to approach for advice or support when they are worried about something. Their understanding of the importance of staying safe on the internet is sound. They are very aware of the needs of others within the school, locally and abroad. As a result, they raise money and contribute towards the local food bank, national health charities and the needs of those who are less fortunate in Romania.

Nearly all pupils strive diligently in lessons and stay on task consistently. They concentrate and persevere for extended periods and complete their work successfully. They are not afraid to make a mistake and are willing to suggest different ways of solving a problem when conducting scientific experiments.

The pupil's voice is a core part of school life. The work of members of the different pupil committees has an effective influence on school life. Members of the school council lead on the task of explaining children's rights successfully. They ensure that pupils understand that they have a right to be treated equally and that they have rights and responsibilities as individuals. They also have an influence on ensuring that all pupils are treated fairly and enriching their playtime experiences by arranging a rota for playing football and for the shelter.

The eco committee is very active in promoting pupils' understanding of the importance of recycling. A good example of this is selling products that they have created from recycled materials at the school fair. They also help their fellow pupils to consider the importance of growing vegetables in the school garden in order to promote eating healthily. Through the profit from sales from the fruit and milkshake shop, the committee has succeeded in purchasing more sports equipment for their fellow pupils to enjoy during the lunch hour, while promoting fitness at the same time.

Most parents and pupils respond positively to the frequent efforts of the school and the welfare officer to increase attendance rates. As a result, pupils' attendance is increasing each year.

Teaching and learning experiences: Good

The quality of teaching is consistently good across the school and there is an effective working relationship between the pupils and all staff. Staff create a supportive and stimulating learning environment in which pupils are eager to learn. This ensures that nearly all pupils apply themselves to their work successfully and try new challenges. Teachers and support staff manage pupils' behaviour very effectively.

Staff identify the needs of all pupils very well. They respond purposefully to their needs and interests by preparing work that is planned for pupils' different needs. This is one of the school's strengths and ensures that all pupils are challenged successfully.

All teachers have high expectations. They ensure that pupils know exactly what they need to do to succeed by setting purposeful individual targets for them. Teachers' presentations are interesting and engage pupils' curiosity successfully. They question pupils skilfully to develop their understanding and assess their knowledge. All members of staff are robust language models and this helps pupils to develop their Welsh oral skills. However, teachers do not ensure that pupils use enough Welsh consistently within the classrooms or informally.

Oral feedback from teachers and assistants is beneficial and confirms and challenges pupils' understanding. All teachers give pupils effective written feedback, celebrate the work's strengths and identify any beneficial improvements clearly and sensitively. Nearly all pupils have a good understanding of how to improve their work, and they are given an opportunity to do so fairly regularly. As a result, pupils make good progress.

Foundation phase teachers provide appropriate focus and continuous activities, which include opportunities for pupils to investigate, role-play and practise their physical and creative skills both inside and outside the classroom. Many activities enable most pupils to make decisions and work independently. The foundation phase ethos permeates through to the end of the phase and beyond. Purposeful schemes of work in key stage 2 build well on previous experiences. Activities provide beneficial and stimulating experiences that engage most pupils' interest effectively and meet statutory requirements.

The school plans thoroughly to develop pupils' literacy and numeracy. Teachers provide a variety of interesting activities to develop these skills across the curriculum and respond successfully to pupils' needs.

Provision for ICT skills in the foundation phase is comprehensive and ensures that pupils experience the range of skills and use them purposefully across the curriculum. Provision for communication and data-handling in key stage 2 is good, but teachers do not give pupils opportunities to create and use spreadsheets for a purpose across the curriculum.

Care, support and guidance: Good

The school tracks the progress of all pupils against challenging expectations very effectively and uses this information to provide early interventions. This ensures that pupils who need support with literacy and numeracy receive purposeful and effective input. As a result, nearly all pupils who receive support make very good progress.

Individual education plans for pupils with additional needs include realistic targets that support these pupils to make good progress. Assistants work effectively with teachers to support individuals and groups throughout the school. This strengthens the inclusive ethos that exists.

The school has a range of purposeful partnerships that have a positive effect on provision. A good example of this is the relationship with an external agency that advises staff on how to set relevant targets for pupils with additional needs. The partnership with the school's parents ensures beneficial co-operation for the benefit of pupils. The school has responded to a request from non-Welsh speaking parents to ensure that bilingual homework is set, so that they understand the task and are able to support their children's learning at home. The use of Hwb helps to bridge effectively between the home and school, as parents are able to see their children's work on their computer and help them to improve it.

There is a clear emphasis on fostering respect and equality among all of the school's stakeholders. The school holds weekly extra-curricular clubs that promote many pupils' health, wellbeing and spiritual, moral, social and cultural development successfully. A good example of this is the successful gardening club that teaches pupils new skills and gives them an opportunity to grow, harvest and sell vegetables. By doing so, nearly all pupils have a sound understanding of the importance of eating healthily and keeping fit. Activities such as international weeks, non-school uniform days to support various charities, and opportunities for pupils to contribute to various committees, contribute to the school's caring and Christian ethos. These activities encourage them to become committed and active members of the school community.

Most pupils are given appropriate opportunities to become involved in lunchtime clubs, such as the reading club and Hwb club. These opportunities contribute successfully towards the development of many pupils' social skills. The school provides very good opportunities for pupils to influence decisions that lead to clear improvements through the work of the school council. This ensures that the pupil's voice is very prominent throughout the school. A good example of this is ordering goal posts for break time.

The school grounds are clean and safe. There are thorough arrangements for managing the site, and the school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher provides very robust and effective leadership that ensures a clear strategic direction for the school and fosters a culture that promotes continuous improvement successfully. She has a clear vision that is based on ensuring high standards, while promoting pupils' happiness and wellbeing continuously. She

succeeds in fostering very high expectations among the staff, governors, parents and pupils. Over recent years, the leadership has ensured consistent progress in the school's improvement journey.

The headteacher places a tireless focus on raising standards and improving provision by implementing robust management systems, which ensure that the school's performance and the standard of teaching are challenged frequently. One of the school's strengths is the way in which leaders provide valuable opportunities for teachers and assistants to develop professionally. A good example of this is the regular opportunities that teachers are given to develop their teaching skills by taking turns to observe lessons jointly with the headteacher. Following joint observations, they discuss the strengths and areas for improvement openly in staff meetings. This develops their leadership skills and enables them to share good practice and help each other to improve in a supportive but challenging environment. As a result, all staff show a strong commitment to ensuring continuous improvement, and pupils across the school benefit from imaginative and stimulating learning experiences that have led to improving their attainment. This has led to consistency, high expectations and extremely effective co-operation among staff, which encourages pupils to make a good effort and stay on task continuously.

The school works effectively with other schools and provides valuable opportunities for all members of staff to share experiences and good practice with others outside the school. This has been of particular support to newly-qualified teachers and to ensure that the quality of teaching across the school is consistently effective.

Governors play a key part in ensuring an effective strategic direction for the school. They analyse the data themselves and compare it with the analysis of the headteacher and the local authority. As a result, they have a sound understanding of how the school is performing in comparison with similar schools. They use their detailed knowledge of the data, and their rigorous knowledge of the school through their regular monitoring visits, to hold the school to account for its performance effectively and successfully. This has contributed significantly towards the school's improvement over recent years.

The school's procedures for improving quality are a core and extremely effective part of its work. This has led to raising pupils' standards, improving the quality of teaching, provision and leadership significantly. Quality improvement processes have been established firmly on the findings of an effective monitoring procedure that is based on monitoring pupils' progress and attainment and evaluating the effectiveness of provision and leadership. The process includes seeking the views of pupils and parents and taking direct action on any appropriate comments.

The self-evaluation report that derives from the quality improvement processes highlights the qualities and important areas for improvement accurately, clearly and in detail. Leaders and teachers discuss the areas for improvement in detail before including the main ones as priorities in the school development plan. Development plans are detailed, and include challenging targets, clear accountability and a practical timetable. Leaders and teachers monitor progress carefully and regularly, and present rigorous reviews that identify strengths and shortcomings effectively. These procedures are continuous and ensure that the school improves continuously.

Leaders use resources effectively to enrich the curriculum and raise pupils' standards in all areas. They link expenditure appropriately to priorities in the development plan and monitor funding carefully to ensure its best use. The school uses the pupil development grant prudently to raise the standards of the very few pupils who are eligible for free school meals.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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