



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

A report on

**Ysgol Ciliau Parc
Ciliau Aeron
Lampeter
Ceredigion
SA48 8BX**

Date of inspection: April 2018

by

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

About Ysgol Ciliau Parc

Ysgol Ciliau Parc is situated in the village of Ciliau Aeron, which is between Aberaeron and Lampeter, in Ceredigion local authority. There are 84 pupils between 4 and 11 years old on roll. Welsh is the main medium of the school's life and work.

Over a three-year period, slightly over 3% of pupils have been eligible for free school meals. This is significantly lower than the national percentage, which is 19%. Thirty-eight per cent of pupils speak Welsh at home and very few are from ethnic minority backgrounds.

The school has identified 24% of its pupils as having additional learning needs, but none has a statement of special educational needs. The percentage of pupils with additional learning needs is slightly higher than the national percentage of 21%.

The headteacher was appointed to the post in September 2017 and the school was last inspected in November 2011.

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

During their time at the school, many pupils achieve well and acquire purposeful Welsh communication skills, considering their starting points. Most pupils' skills are developing effectively in English, numeracy, and information and communication technology (ICT).

Pupils feel safe at school and praise the school's staff for their sensible care. Overall, they are caring towards each other and respect their peers and adults.

The school provides a rich range of learning experiences to develop pupils' skills. Provision to develop pupils' awareness of their local area, history and heritage is very good.

Teaching and assessment are sound, on the whole, and procedures for tracking pupils' progress are thorough. Teachers and assistants respond purposefully to the needs of vulnerable pupils and provide them and their parents with mindful and loyal care and guidance.

The headteacher and governors have a purposeful vision. Strategic objectives focus directly on improving provision in order to have a positive effect on pupils' standards, wellbeing and Welshness.

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 Ensure that lessons include effective presentations consistently across the school, including assessment for learning strategies
- R2 Challenge the most able pupils to perform at their best consistently
- R3 Improve the standards of pupils' handwriting and presentation of work
- R4 Ensure that all pupils use the main language medium during lessons

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

On entry to the school, a minority of pupils have Welsh communication skills that correspond to the standard that is expected for their age. During their time at the school, many acquire very effective Welsh communication skills and achieve soundly. Pupils with additional learning needs make good progress against their personal targets.

Many pupils achieve well in developing their oral and listening skills. Early in the reception class, they understand that listening attentively to adults and each other is an important part of school life. As a result, as they move through the school, many talk intelligently and eloquently about their work. For example, foundation phase pupils explain clearly why they choose different colours to emulate a landscape of Snowdon by a Welsh artist. However, a minority of pupils in key stage 2 speak English during Welsh-medium lessons. Most pupils in key stage 2 have mature oral English skills, particularly when they debate the rights of whales in captivity.

Most pupils develop effective reading skills. In the foundation phase, they read a wide range of texts in Welsh clearly. Most discuss the content of their books enthusiastically. They build unfamiliar words confidently by using purposeful phonic strategies. They are thoughtful when identifying their favourite characters, and provide sensible reasons for their feelings when responding to stories. Most pupils in key stage 2 read meaningfully in both languages. They enjoy fictional and factual books and search conscientiously on the internet, including tracing the history of the old train in Aberaeron. As a result, they practice their higher order reading skills effectively to find information from different sources.

Many pupils across the school write appropriately for different purposes in a range of contexts. In the foundation phase, most write interesting and accurate pieces in Welsh. Good examples include a description of a Hindu festival and the history of the local highwayman, Twm Siôn Cati. In key stage 2, most pupils write at length and meaningfully in both languages for a range of purposes. For example, they compare Welsh and Greek legends thoughtfully and consider the speed of parachutes that are flying under the effect of gravity. However, a minority of higher ability pupils do not write as well as they could. A minority of pupils' handwriting and presentation of work are also not neat enough.

Most pupils make good progress in numeracy. They apply their previous knowledge effectively in new situations across the curriculum. A good example of this is the way in which foundation phase pupils compare the temperature in countries in Europe and Asia, and identify the differences between them at specific times of the year.

Most pupils in key stage 2 have a sound understanding of how to use data with increasing accuracy and present it in various forms. Most older pupils understand that different graphs need to be used to convey scientific information effectively. For example, they create a line graph to reflect the temperature of water that is cooling. They also use co-ordinates intelligently when following the flow of the river Aeron passed local landmarks. Most pupils in key stage 2 complete tasks and apply their extended numeracy skills successfully.

Most pupils in the foundation phase use ICT equipment confidently. For example, they use the green screen well to compare the size of a child with insects. Many animate successfully when creating electronic presentations with puppets. Most pupils in key stage 2 show sound ICT skills, apply their skills neatly and select the most effective methods to present their work. For example, they use databases to record Welsh legendary heroes, in order to play card games to compare their qualities. Many make effective use of secure passwords to access secure learning websites to complete their work both in the classroom and at home.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe at school and know what to do if they are worried about anything. They shoulder responsibilities enthusiastically. They are caring towards each other and contribute fully towards trying to ensure that their peers are happy. They are tolerant and sensitive to other pupils' needs and aspirations, and older pupils have received guidance on how to support specific groups of pupils, and implement this conscientiously. As a result, most have a sound awareness of equality and the importance of equal opportunities.

The 'Llysgenhadon Gwych' (Fantastic Ambassadors) respond enthusiastically to the principles of children's rights, and ensure that pupils' views and ideas are given worthy attention and are appreciated. They also have a 'mainc ffrindiau' (buddy bench) to discuss pupils' concerns on the playground. As a result, most pupils have a clear awareness of the importance of treating everyone with respect and courtesy.

Nearly all pupils behave well. Most are polite, confident and respond positively when they meet other people. They speak maturely and express their opinions clearly and reasonably.

Nearly all pupils understand the importance of eating and drinking healthily, and take part in exercise activities with eagerness and enthusiasm, for example by taking part in cycling sessions in the care of one of the assistants. Nearly all pupils understand the importance of online safety, in line with their age, and outline the dangers that can arise as a result of unsuitable use of the internet.

Most pupils work maturely individually, in pairs and in groups. They discuss their work confidently and contribute intelligently to the next step in their work. Nearly all are ready to learn at the beginning of their lessons, which supports their learning purposefully. Many pupils contribute well to what they learn during activities. Nearly all are aware of how to evaluate their own work and show a sound understanding of this in lessons. As a result, they understand their strengths and areas for improvement effectively.

Most pupils listen attentively to presentations and develop effective thinking skills. For example, in the foundation phase, they build a farm together effectively and create stables, a pigsty and fields for the sheep, and understand the features of local farms and their daily use well. Nearly all pupils in key stage 2 apply themselves skilfully to new and unfamiliar experiences and ideas. They often contribute creative ideas and questions about activities that are associated with the theme, such as rural Welsh life and concerns about foxes. Most pupils are knowledgeable about the features of other countries and cultures. They show a good awareness of the particular features of foreign countries, such as the Welsh culture in Patagonia and relevant details about the Hajj.

Most pupils have a sound understanding of their leadership roles within the school. They are conscientious and take their responsibilities seriously as members of the school council and eco committee. The 'Dewiniaid Digidol' (Digital Wizards) also play a key role in supporting other pupils in lessons, for example by helping to create a database and spreadsheets to identify sea creatures.

Teaching and learning experiences: Good

Teachers and assistants provide a curriculum that engages nearly all pupils' interest successfully. They plan a range of valuable experiences that reflect the nature and local context of the school very successfully. They provide broad and stimulating opportunities for pupils to learn about the culture and history of Wales and the local area, such as the history of locals who emigrated to Ohio in the nineteenth century. This is very good practice, which raises pupils' awareness of their habitat significantly. The school encourages pupils to listen to contemporary Welsh music and arranges for visitors to come to the school to enrich their experiences, including radio presenters. As a result, pupils develop a sound understanding of their heritage and Welshness.

The principles of the foundation phase have been embedded firmly, and the curriculum meets pupils' needs effectively. Teachers make the best use of the limited indoor areas and the outdoor area to develop pupils' literacy, numeracy and ICT skills purposefully. For example, they plan beneficial opportunities for pupils to apply their literacy skills by discussing the condition of animals at the veterinary surgery. Teachers provide engaging opportunities for pupils to apply their ICT skills across the curriculum. For example, they have scripted, edited and provided a voiceover for a film about the story of Easter effectively.

The curriculum provides engaging and interesting experiences for pupils through effective themes, such as farm and rural life. Teachers' innovation, through their wise planning, promotes pupils' learning across the school. Typical examples are pupils' work with local artists on projects relating to their local area, legends and traditional Welsh costumes. These activities provide purposeful opportunities for pupils to contribute to their own learning successfully, particularly as they help to map their ideas before the theme begins in the foundation phase. Teachers ensure progression in pupils' learning from one year to the next and incorporate the requirements of the literacy and numeracy framework intelligently in long-term planning. As a result, planning builds skilfully on pupils' current skills.

Overall, the quality of teaching is good. Teachers use positive teaching methods regularly, which have a purposeful effect on most pupils' standards. However, in a few lessons, over-direction and the slow pace of presentations limit pupils' capacity, particularly those who are more able, to achieve to the best of their ability.

Teachers and learning assistants work together successfully and support learning purposefully by providing timely and stimulating intervention. The supportive working relationship that is evident in all classes nurtures respect and courtesy, and creates a productive learning atmosphere. They plan effectively for the pupils they support, which includes pupils with additional learning needs. As a result, nearly all pupils make good progress against their personal targets.

All adults model polished language, and encourage and support pupils to use polished Welsh of a high standard consistently. As a result, many pupils' standards of oracy are good, considering their starting points. In most classes, teachers question frequently and skilfully in order to develop pupils' responses and ideas further.

Overall, teachers' assessments are valid, accurate and reliable. Daily assessments are usually a useful aid in informing the next steps in pupils' learning, although they do not always lead to tasks that are challenging enough for more able pupils. Teachers' oral feedback helps pupils to know how well they are doing and what they need to do to improve. This ensures that pupils understand the steps that they need to take to improve their work through assessment for learning practices. However, the best practices are not consistent across the school.

Care, support and guidance: Good

Teachers and assistants promote the Welsh culture, language and heritage highly effectively across the school. As a result, pupils take pride in their Welshness and the area's traditions. The Welsh ethos that exists in the school's life spreads effectively to the local community. For example, pupils are an important part of two hundredth anniversary celebrations of the emigration of local families to Ohio in the United States.

Pupils are given valuable opportunities to sing and perform in concerts and to compete in local and national eisteddfodau. The school has a well-established tradition of promoting Welsh and local culture. It promotes pupils' use of the Welsh language and their understanding of their culture successfully. As a result, most pupils develop their Welsh skills successfully by reciting and singing. Opportunities to broaden pupils' creative experiences by working with local artists to create banners about Ceredigion's legends are also a notable aspect of the work. These experiences develop pupils' creative and expressive abilities, their self-confidence and their ability to work effectively as a team.

The school has a sound, supportive and co-operative relationship with parents. An open-door policy ensures that communication between parents and the school is very effective. The school communicates well with parents through social media, which is a beneficial and consistent method of contact and sharing information. The school is willing to listen to parents' views and suggestions, and encourages them to play an active and full part in the school's life. The school organises informative evenings for parents occasionally. A good example of this is the evening to present online safety to parents, in order for them to become more aware of the school's current arrangements and provisions.

Staff use detailed tracking and monitoring systems to measure pupils' progress. They recognise the importance of early intervention and provide caring support for individuals and groups of pupils with additional learning needs. Teachers and learning assistants work closely together to ensure purposeful guidance for pupils. The school works closely with a variety of external agencies in order to provide pupils with valuable specialist support. As a result, effective individual education plans are in place to ensure that individuals make sound progress against measurable and specific targets. All adults support pupils with emotional and social needs skilfully

and provide purposeful support programmes that enable pupils to make good progress.

The school has sound procedures to promote healthy eating and drinking. As a result, most pupils have a clear understanding of the importance of healthy lifestyles. There are beneficial opportunities available to participate in exercise sessions during lessons and playground games under the guidance of the 'Bronze Ambassadors'. These effective arrangements promote pupils' eagerness and enthusiasm towards keeping fit.

The school promotes pupils' spiritual, moral and social development successfully. Staff encourage pupils to be responsible citizens who are willing to help others. Their work within the community contributes effectively towards this, such as visiting the elderly and collecting for local and national charities regularly. There are a number of active committees within the school that promote the pupil's voice and encourage them to shoulder responsibilities and make wise decisions. A notable example of this is the work of the 'Llysgenhadon Gwych', which highlights the concept of the rights of all children across the school.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

Since being appointed, the headteacher has refined the management procedures to reflect the current requirements. Her vision to develop the school is clear and active. As a result, the school has robust and ambitious strategic objectives, which focus specifically on improving provision, standards and pupils' wellbeing. The headteacher promotes high professional values and behaviours, which makes a positive contribution towards improving the school through the effective co-operation of all staff.

The current self-evaluation procedures are rigorous and based on reliable first-hand evidence. They derive from activities that are undertaken on the classroom floor and through the school's continuous practices. The headteacher monitors improvements carefully and responds in detail to the priorities in the development plan regularly. These consistent procedures contribute towards identifying appropriate priorities to improve provision in the future and ensure that pupils achieve to the best of their ability. The headteacher has allocated new responsibilities to teachers and assistants to ensure that improvement procedures become embedded quickly in the school's day-to-day life. This enables them to better identify areas for development and plan effective actions.

The headteacher has purposeful procedures, which are based on the targets in the improvement plan, to support and challenge teachers and assistants. Benchmarks and a sensible timescale are identified to monitor and measure the success of these activities. As a result, all staff respond to their specific responsibilities and contribute purposefully towards improving pupils' standards and skills. These arrangements lead to successful improvements. A sound example of this is the way in which teachers have adopted and implemented the new marking policy in order to target improvements in pupils' work incisively.

The school's plans to develop all staff link directly with the effective performance management procedures. They enrich their professional development successfully. This is beginning to have a positive effect on individuals' skills and expertise. For example, staff have received ICT training, and have worked with a regional officer to develop science across the school. By receiving training and becoming familiar with their new responsibilities, teachers are beginning to share good practice effectively across the school. This is already having a positive effect on pupils' ICT, scientific and creative skills.

Governors have comprehensive knowledge of the school's performance and work. They understand the school's objectives well and fulfil their statutory responsibilities effectively. They operate purposefully as critical friends, and challenge the school and hold it to account for its performance skilfully. This is done through regular visits to classes, scrutinising pupils' work and meeting with the leaders that are responsible for the school's main priorities. Governors ensure that the school is staffed appropriately. This includes the assistants, who support teachers very positively to raise standards.

Leaders address local and national priorities purposefully. For example, they are beginning to introduce the principles of the new curriculum intelligently, which include exciting digital competence tasks. They have also begun to implement the additional learning needs bill effectively.

The headteacher and governors make purposeful use of the staff, the accommodation and the school grounds. They ensure that the budget and additional grants to develop provision, improve standards and enrich the curriculum, are spent efficiently. A successful example of this is the purposeful use of the school's surplus to employ additional teachers to reduce class sizes, and to employ an assistant to support pupils' additional learning needs. The school monitors this well by focussing carefully on the effect of provision on pupils' standards. The pupil development grant is used sensibly to improve provision and raise the standards of the very few pupils who are eligible to receive it. As a result, all of the school's expenditure links purposefully with the priorities in the school development plan.

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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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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