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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cilgerran VC Primary School
Cilgerran
Cardigan
Pembrokeshire
SA43 2SB**

Date of inspection: February 2013

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Ysgol Gynradd Cilgerran is a primary school under the Voluntary Control of the Church in Wales. The school is situated in the village of Cilgerran in north Pembrokeshire. The school serves the areas of Bridell, Pen-y-bryn, Rhoshill and Capel Newydd. It is in the charge of Pembrokeshire local authority.

One hundred and thirty-nine pupils are on roll, including 25 part-time nursery age children. Pupils are divided into six classes. According to the school, pupils come from a mixed social background. At present, about 11% of pupils are entitled to free school meals, which is considerably lower than the average for Wales.

About 39% of pupils come from homes where Welsh is spoken. In line with the local authority's policy, Welsh is used as the teaching medium in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English with the aim of getting pupils to be bilingual by the time they transfer to the secondary school at 11 years old.

About 27% of pupils are on the additional learning needs register, and they receive additional support at school, including a small number of pupils who have a statement of special educational needs.

The school was last inspected in February 2007.

The current headteacher started in post in January 2009.

The individual school budget per pupil for Cilgerran VC Primary School in 2012-2013 is £3,466. The maximum per pupil in primary schools in Pembrokeshire is £5,870 and the minimum is £3,138. Ysgol Cilgerran is in 45th position of the 61 primary schools in Pembrokeshire in terms of school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Unsatisfactory

Current performance

The school's current performance is adequate because:

- the majority of pupils make appropriate progress in their learning;
- Foundation Phase pupils make strong progress in their literacy skills;
- pupils who have additional learning needs make good progress; and
- teachers have appropriate subject knowledge and plan a variety of interesting learning experiences.

However:

- pupils' results at the end of key stage 2 over time are lower than in similar schools and lower than the figures for Wales;
- results for key stage 2 pupils have been consistently in the bottom 50% in comparison with those of similar schools in terms of entitlement to free school meals over four years;
- more able pupils do not make enough progress in mathematics, science, Welsh or English; and
- the behaviour of a significant minority of pupils at the bottom of key stage 2 is unruly.

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- leaders do not have a clear vision for the school's strategic development;
- there are not effective enough procedures in place for identifying the school's strengths and areas to be developed;
- there is no evidence that the school's current or previous improvement plans have been effective in terms of ensuring improvements; and
- the school has not made enough progress against the recommendations of the last inspection.

Recommendations

- R1 Raise the standards of key stage 2 pupils in the core subjects
- R2 Improve the behaviour of a specific cohort of pupils
- R3 Provide appropriate tasks to extend more able pupils
- R4 Ensure that a range of assessment for learning strategies are implemented consistently across the school
- R5 Strengthen management and leadership procedures at every level
- R6 Ensure that self-evaluation and planning for improvement procedures are comprehensive and lead to specific improvements

What happens next?

In line with the Education Act 2005, HMCI is of the opinion that there is a need for special measures in relation to this school. The school will produce an action plan to show how it will address the recommendations. Estyn will monitor the school's progress every term.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

During their time at the school, the majority of pupils make appropriate progress in their learning.

In the Foundation Phase, pupils make strong progress in their language, literacy and communication skills in Welsh. Many can read their reading books and their own work to a standard that is appropriate to their age and ability. They can write for various purposes, and show an appropriate grasp of spelling and simple punctuation.

Many key stage 2 pupils can talk about their work confidently. They can express an opinion on different issues that are of interest to them and discuss new ideas appropriately. The majority read appropriate materials aloud fairly meaningfully in Welsh and English. However, the school's records show that only half the pupils have a reading age that corresponds with or is higher than their chronological age. Most can write at length for a range of purposes in both languages. They punctuate fairly accurately, use appropriate syntax and present their work in an orderly way in paragraphs. However, many pupils' spelling is incorrect. Contrary to the school's policy, a significant minority of pupils use English rather than Welsh during break times and at informal times within the classroom.

Pupils with additional learning needs make sound progress but more able pupils across key stage 2 do not make enough progress in mathematics or in both languages.

In 2012, the percentage of Foundation Phase pupils who achieved the expected level in language, mathematics and personal skills in combination (the Foundation Phase indicator) is considerably lower in comparison with the average for the family of similar schools and Wales. The average for pupils who achieved higher than the expected level was a little higher than the average for the family and Wales in language development, literacy and communication in Welsh, but was lower in mathematical and personal and social development, and wellbeing and cultural diversity.

When comparing results at the end of the Foundation Phase with results for similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the bottom 50% for language skills, and in the bottom 25% in terms of mathematical skills and personal skills.

In key stage 2, the percentage of pupils who achieved the expected level or higher in Welsh or English, mathematics and science in combination (the core subject indicator) in 2012 was lower than the average for the family of similar schools and Wales. The trend has been uneven over the last four years. The percentage who achieve higher than the expected level is lower than the family average and the average for Wales in the four subjects.

When comparing the school's results for the expected level with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school's performance was in the bottom 50% for English and Welsh, and in the bottom 25% in mathematics and science in 2012.

Over a period of four years, there is no obvious pattern of difference between boys' performance in comparison with girls, nor in comparing pupils who are entitled to free school meals with the remainder.

Wellbeing: Adequate

Pupils have an appropriate understanding of the importance of eating healthily and taking regular physical exercise. Most pupils feel safe at the school and know to whom they should turn for advice if they are worried or anxious.

The majority of pupils participate appropriately in their learning and enjoy a range of experiences in their lessons. Nearly all pupils gain confidence through taking part in activities in the local community, for example concerts, assemblies and Urdd activities.

The school's current attendance percentage, namely about 94%, places it in the lower 50% of schools with a similar percentage of pupils who are entitled to free school meals. Pupils' punctuality is good.

The majority of pupils work well with others across the school. Members of the school and eco councils are active and understand that they are representing the views of other pupils within the school community.

Many pupils show care and respect for their peers and for adults. However, there is a significant minority of pupils at the bottom of key stage 2 who are consistently unruly and show a lack of respect for others. Many pupils take responsibility for their actions and their work, but the ability of a minority of pupils to improve their own work has not developed sufficiently.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

Teachers plan a variety of learning experiences that gain the interest of the majority of pupils. Teachers in the Foundation Phase meet regularly to plan appropriate work programmes. This is a strong feature of the school's work. However, planning methods are comparatively new in key stage 2 and, to date, they have not had enough time to have a positive effect on standards. Procedures for identifying more able pupils in key stage 2 have not been developed sufficiently in the short-term plans.

Provision for developing communication, numeracy and information technology skills is developing appropriately, and the efforts to raise standards in reading is beginning to have a positive effect.

There is suitable provision for developing pupils' awareness of Welsh culture and traditions. This element is a strength at the school. Provision for developing pupils' awareness of sustainable development and global citizenship is robust. The school provides appropriate opportunities for teaching pupils about enterprise. For example, pupils have been active in selling plants in an Enterprise Festival in Haverfordwest in order to save money to build a sun house from plastic bottles in the school's grounds.

Teaching: Adequate

Teachers have appropriate subject knowledge. Teachers in the Foundation Phase deliver a curriculum that is based on children's play experiences successfully. They have high expectations and there is effective co-operation between teachers and support staff which provides appropriate support for pupils. Key stage 2 teachers have received considerable input recently, which has enabled them to refine short-term planning to ensure that there is better progression and continuity to their lessons.

In a minority of lessons in which teaching is good, teachers and support staff have a sound understanding of the curriculum and teaching strategies. They ensure that a range of teaching methods promote learning effectively. Lessons move at an appropriate pace and the activities that are provided are interesting.

In the majority of lessons in which teaching is less effective, tasks do not always challenge more able pupils to achieve to the best of their ability. Teachers do not allow enough time for pupils to think before responding to a challenge, which has an adverse effect on the development of their thinking skills.

Assessment for learning strategies are in place, but effective use of them is inconsistent across the school. Teachers mark regularly, but their comments on pupils' work are not always detailed enough to ensure that individuals understand what needs to be done in order to improve. Arrangements for setting targets are beginning to develop; however, they are not always specific enough or challenging enough.

Staff use a range of appropriate tests and tasks in order to assess pupils' work regularly. They track progress in an orderly way and make some use of data in order to provide appropriately for specific individuals and groups. Thorough arrangements are in place to standardise and moderate teachers' assessments.

Care, support and guidance: Adequate

There is a caring atmosphere at the school, which places emphasis on pupils' wellbeing. Staff ensure that pupils feel safe and that they know what to do should cases of bullying arise. A strong working relationship exists between most pupils and adults, which is based on respect and courtesy. The school's staff promote courtesy regularly in order to ensure that pupils behave appropriately and show respect for others. Pupils at the bottom of key stage 2 have the opportunity to attend Clwb Parchu Pawb (The Request Everyone Club), which promotes social skills and has the aim of having a positive effect on any aggressive behaviour. However, this has not yet had a positive effect on the behaviour of a minority of pupils.

The school promotes most pupils' personal development appropriately, including their moral, social and cultural development.

The school co-operates closely with the local authority, the social and health services and the police liaison officer in order to promote pupils' wellbeing.

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

There is robust provision for pupils who have additional learning needs. Procedures are in place for addressing concerns about individual pupils' progress and informing parents of their children's individual education plans. However, opportunities for parents to contribute to reviewing these plans are inconsistent.

Learning environment: Good

There is an inclusive ethos at the school and an appropriate range of policies and procedures are in place in order to promote equality and equal entitlement to the curriculum.

The school appreciates and celebrates diversity well and teachers provide a variety of opportunities in order to reinforce this attitude across the curriculum.

The school has a wide range of resources of appropriate quality which are used well. The building meets pupils' needs appropriately and the high standard of displays help to create a stimulating and rich learning environment. The Foundation Phase outdoor area has been developed, in addition to a playing field, in order to expand pupils' opportunities to work in the outdoors.

Key Question 3: How good are leadership and management?	Unsatisfactory
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Leadership: Unsatisfactory

Although they are caring, leaders do not have a clear vision for the school's strategic development. As a result of staff absence, especially at senior management team level, the school has an unstable staffing situation. This has had an adverse effect on the standards of specific cohorts of pupils. Following a period of temporary reorganisation of responsibilities, members of staff have appropriate leadership roles and they are beginning to work as a team. However, curricular leaders have had too little effect on raising standards.

As a result of recent intervention by the local authority, the headteacher has a better understanding of positive aspects at the school in addition to aspects that need to be improved urgently.

Leadership has not had enough of an effect on maintaining or raising standards since the last inspection.

The role of the governing body in terms of supporting and challenging the school has been established appropriately. They use data appropriately in order to review the school's performance and compare it with the performance of other schools. They

visit the school regularly for monitoring purposes, and they provide constructive feedback to the full body regularly. Although this has not yet had a positive effect on standards, governors co-operate effectively with the local authority at present, in order to address important strategic issues.

In line with national priorities, the breakfast club and teaching procedures in the Foundation Phase have been introduced successfully. Recently, appropriate plans have been put in place to raise reading and mathematics standards by co-operating with other schools and observing good practice.

Improving quality: Unsatisfactory

The school has a monitoring timetable which includes a programme for evaluating subjects and observing lessons. However, leaders do not focus sufficiently on the outcomes of this procedure in order to have a positive effect on raising standards, and it does not feed into the school's self-evaluation report.

The self-evaluation report is a document that contains appropriate information about a wide range of aspects of the life and work of the school. It identifies data analyses, and refers to trends in performance, in comparison with those of similar schools and schools nationally. However, the report is not evaluative enough in order to identify clear priorities for improvement.

The school development plan identifies priorities for improvement for the current year. However, there is not a clear enough focus on raising standards or appropriate use of quantitative indicators to measure effect.

Leaders have not managed change successfully and have not made enough progress against the recommendations of the 2007 inspection. This is especially true in relation to maintaining standards, and improving self-evaluation procedures.

The school is beginning to develop as a professional learning community internally and through links with other schools, and there is a focus this year on raising reading levels. This is beginning to lead to an improvement in standards. The school is also co-operating closely with two other schools in order to raise standards in mathematics by sharing good practice.

Partnership working: Adequate

The school has fostered a wide range of partnerships that contribute to aspects of provision for pupils. However, these partnerships have had too little effect on pupils' outcomes over a period of four years.

The school has appropriate links with parents and carers. It plays a prominent part in the local community. Pupils visit various places in the village regularly, and often welcome individuals from the community to speak to them at the school. This makes a positive contribution to enriching their learning experiences and their awareness of their local area.

There has been an increasing link between the school and the local authority in particular, to support the headteacher and in the area of managing finances.

There is a close link between the school and the nursery group, which facilitates arrangements for admitting pupils. Similarly, arrangements for transferring pupils to the secondary schools prepare older pupils well. The school co-operates appropriately with other primary schools in the area, in addition to secondary schools, in order to plan resources, ensure the quality of assessments of pupils' work and share good practice.

Resource management: Adequate

The school has an appropriate level of qualified and experienced teachers in order to deliver the curriculum. Appropriate performance management arrangements are in place for all staff, which leads to setting targets and arranging training opportunities in order to try to meet the needs of the school and individuals. Regular opportunities are provided for staff to attend appropriate training courses, for example to develop their role as subject co-ordinators and to develop standards of literacy and numeracy. However, the effect of training on pupils' standards is inconsistent.

Appropriate use is made of teachers' planning, preparation and assessment time, which has a positive effect on pupils' wellbeing through specific activities such as physical education.

The school has a wide range of resources and appropriate use is made of them to promote learning.

Leaders manage the school's financial resources appropriately and ensure that they are linked to the development plan. The budget is monitored carefully by the finance officer, governors and the local authority.

Considering pupils' standards of achievement, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2012, about 65% of pupils in the Foundation Phase achieved the expected level in relation to their language, mathematical and personal skills in combination (the Foundation Phase indicator). This is significantly lower in comparison with the average for the family of similar schools and for Wales. The percentage that attained the expected level was also lower than the average for the family and Wales in the learning areas separately.

The average of pupils who achieved higher than the expected level was a little higher than the average for the family and Wales in language development, literacy and communication in Welsh, but was lower than mathematical and personal and social development, wellbeing and cultural diversity.

In comparison with the results for the Foundation Phase in the school and similar schools in terms of the percentage who are entitled to free school meals, the school performed in the bottom 50% for language skills, and in the bottom 25% in terms of mathematical skills and personal skills in 2012.

In key stage 2, about 79% of pupils achieved the expected level or higher in Welsh or English, mathematics and science (the core subject indicator) in 2012. This is lower than the percentage for the family of similar schools and Wales. The trend is uneven over the last four years.

In 2012, about 86% of pupils achieved the expected level in English, which is lower than the average for the family of similar schools but a little higher than the average for Wales. The percentage who achieved the expected level in Welsh, mathematics and science, was lower than the average for the family and Wales. Trends for performance over four years are uneven.

The percentage who achieved higher than the expected level is lower than the average for the family and for Wales in the four subjects.

When comparing the school's key stage 2 results with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the lower 50% for English and Welsh and in the lowest 25% in mathematics and science in 2012.

Over a period of four years, there is no obvious pattern of difference between the performance of boys in comparison with girls, nor in comparing pupils who are entitled to free school meals with the remainder.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Seventy-five responses were received from key stage 2 pupils.

All are of the opinion:

- that the school teaches them how to keep healthy.

Most are of the opinion:

- that they feel safe at school;
- that they know to whom to speak if they are worried or anxious;
- that there are many opportunities in the school for them to take physical exercise;
- that teachers and other adults in the school help them to learn and make progress;
- that they know what to do and to whom to speak if they find their work difficult;
- that their homework helps them to understand and improve their work at school; and
- that there are enough books, equipment and computers for them to do their work.

Many are of the opinion:

- that the school deals well with any bullying;
- that they are doing well at school;
- that other children behave well and that they are able to do their work; and
- that nearly all children behave well at play time and lunch time.

Pupils' responses compare less positively with the average responses for pupils across Wales in all statements except that the school teaches them how to stay healthy.

Parent questionnaires

Of the 38 responses that were received from parents:

All are of the opinion:

- that their child is encouraged to be healthy and to take regular physical exercise.

Most are of the opinion:

- that their child likes the school;
- that their child receives appropriate additional support in relation to any specific individual needs;
- that their child is making good progress at school;

- that teaching is good;
- that staff expect their child to work hard and do his/her best;
- that staff treat all children fairly and with respect;
- that their children feel safe at school;
- that their child received support to settle in well when he/she started at the school;
- that they understand the system for dealing with complaints; and
- that the school helps their child to become more mature and shoulder responsibility.

Many are of the opinion:

- that they are satisfied with the school in general;
- that pupils behave well at school;
- that homework that is given builds well on what children learn at school;
- that they receive regular information about their child's progress;
- that they feel comfortable about asking a question at the school, making suggestions or identifying a problem;
- that a good variety of activities, including trips or visits is available; and
- that the school is well run.

The majority are of the opinion:

- that their child has been prepared well for moving on to the next school.

Parents' responses compare less positively with the average responses for parents across Wales in all statements except two, namely that the school encourages their child to be healthy and to take regular physical exercise and that they understand the school's system for dealing with complaints.

Appendix 3

The inspection team

Huw Watkins	Reporting Inspector
Meinir Howells	Team Inspector
Veronica Williams	Lay Inspector
Gwenda Easton	Peer Inspector
Eluned Jones	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.