



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

**Report on visit
Level of follow-up activity: special measures**

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

Date of visit: June 2014

by

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

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The monitoring team

Dyfrig Ellis	Reporting Inspector
Maldwyn Pryse	Team Inspector

Outcome of visit

It is judged that Ysgol Cilgerran has made sufficient progress in relation to recommendations following the core inspection in February 2013.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing Ysgol Cilgerran from the list of schools in need of special measures.

Progress since the last inspection

Recommendation 1: Raise the standards of key stage 2 pupils in the core subjects

This recommendation has been largely addressed.

The majority of pupils in key stage 2 read in English with clear expression, at a level that is appropriate to their age and ability. Many are enthusiastic readers, and the best use intonation to convey meaning very effectively. Many pupils' standards of reading in Welsh have now improved and they enjoy reading books of their choice. However, a few pupils' standards of reading in Welsh continue to be a little lower than standards in English. A minority continue to read mechanically and few are able to discuss aspects of a book in order to show an understanding of events and their favourite characters confidently.

Most pupils are able to write appropriately in a range of forms in Welsh and English. By the end of key stage 2, many pupils are able to write at length for a range of purposes and audiences, and use a wide range of rich vocabulary. Many of the most able pupils attain very good standards in their written work by using mature phrasing and paragraphing structures across a range of subjects.

Most pupils' oral skills in English are developing well. Older pupils in key stage 2 concentrate well and ask sensible questions when conveying ideas confidently. During formal activities, many pupils show good knowledge and understanding of what they have learnt previously. However, a few pupils' oral skills in Welsh do not develop sufficiently by the end of key stage 2.

Most older pupils develop mathematical skills effectively. Pupils now make less use of work sheets in mathematics lessons and make more progress in their ability in their ability to solve problems individually and in groups.

Pupils' understanding of scientific subjects and their investigative skills are developing well through undertaking a number of interesting investigations. In this way, they develop into confident and independent learners and make good progress in science lessons.

Work in pupils' books show that standards in every core subject have improved since the core inspection. This is reinforced in teachers' assessments at the end of key stage 2 this term.

The school needs to continue with the focus on raising pupils' standards in the core subjects in key stage 2, especially in Welsh. This has been identified clearly in the school development plan.

Recommendation 2: Improve the behaviour of a specific cohort of pupils

This recommendation has been fully addressed.

Since the core inspection, the school has adopted effective strategies to promote good behaviour and they are clear to pupils and staff. The strategies have contributed effectively towards improving behaviour across the school, and especially at the bottom of key stage 2. The school includes pupils successfully in the process of planning clear and definite rules for behaviour. As a result, pupils understand what is expected and take responsibility for their own actions. Clear posters in every classroom remind pupils of this.

Learning assistants support pupils and staff well in implementing these strategies. This support improves pupils' behaviour well, along with their personal and social development.

During activities that are supervised by adults, most pupils demonstrate good behaviour. They are considerate and courteous, and respect adults and each other.

Recommendation 3: Provide appropriate tasks to extend more able pupils

This recommendation has been largely addressed.

The school's procedures for meeting the needs of more able and talented pupils are effective. Nearly all teachers identify and meet individual needs well on a regular basis.

Short-term plans identify purposeful and extended activities for pupils in learning sessions. As a result, provision extends nearly all of the more able pupils in the classroom. Nearly all lessons include specific provision in order to challenge able pupils in particular areas, especially in numeracy and literacy. Data for tracking more able pupils' progress is used effectively in order to ensure that provision extends them consistently.

The targets that have been set for attaining higher levels in 2013-2014 are far more challenging than previously. Results of teachers' assessments for this period show good progress in the percentage that attain higher outcomes and levels.

Recommendation 4: Ensure that a range of assessment for learning strategies are implemented consistently across the school

This recommendation has been fully addressed.

Teachers and staff use a range of assessment for learning techniques confidently. These strategies have a positive effect on pupils' standards in lessons and in their books.

The assessment for learning co-ordinator provides good guidance for teachers and staff. This work includes bringing good practices together and sharing them with all teachers in order to improve teaching techniques. Teachers' lesson plans now include assessment for learning methods and they are used effectively to support learning and raise standards.

Teachers give very purposeful comments regularly when marking pupils' work. The specific oral and written feedback provides a clear picture to pupils of what they need to do to improve their work. In addition, pupils now have an opportunity to respond to teachers' comments on their work and this has had a very positive effect on pupils' outcomes.

Teachers give valuable opportunities for pupils to review their own work and that of their peers. Staff question pupils effectively and encourage them to ask their own questions. This promotes pupils' contributions well and develops their ability to reflect on their work in order to improve it.

Recommendation 5: Strengthen management and leadership procedures at every level

This recommendation has been fully addressed.

The new headteacher provides robust and effective leadership. She has a clear vision and promotes high expectations among staff, pupils and governors. An ethos of close co-operation has also been established successfully across the school in a short period. This co-operation has ensured that the policies and procedures that have been introduced are active.

Clear and suitable management systems are in place, and staff management roles and responsibilities have been defined clearly. As a result, staff's understanding of what needs to be done in order to raise standards is developing well.

Co-ordinators monitor progress against priorities in the school development plan. By leading staff meetings within their particular areas, co-ordinators share ideas on new teaching methods effectively and refer staff to relevant resources or documentation.

Leaders also share monitoring findings with governors. These reports identify strengths as well as some aspects that need to be improved. As a result, the governing body knows the school well and undertakes its duties as a critical friend. They have a good understanding of the school's performance, and their operational role in monitoring and overseeing standards of teaching at the school is developing appropriately. The 'learning walk' visits contribute well to this.

The headteacher has established an active senior management team, which includes school staff as well as governors. They have a clear focus on strengthening the school's leadership and ensuring further improvement in standards. The acting deputy headteacher uses regular non-contact time appropriately to develop his role and understanding of attainment data. The school collects parents' opinions effectively and the senior management team analyses results and acts on outcomes carefully. These processes are linked directly to the school's strategic planning.

Recommendation 6: Ensure that self-evaluation and planning for improvement procedures are comprehensive and lead to specific improvements

This recommendation has been largely addressed.

The school has strengthened its procedures and structures for self-evaluation and, as a result, staff and governors know the school well. The headteacher has developed a more strategic and coherent method for self-evaluation that now makes effective use of direct evidence of learning and teaching. This has a considerable effect on provision, which leads to raising pupils' standards.

A more thorough method of evaluating performance, which includes collecting the opinions of parents and pupils through questionnaires, has now become rooted. Following detailed analyses, the school responds to their aspirations and suggestions quickly in order to take appropriate steps to ensure improvement.

All staff take a more active part in the process of improving quality. They are involved in the process of moving the school forward and there is a strong sense of working as a team. Staff responsibilities have been allocated clearly, and a comprehensive timetable has been organised in order to ensure that leaders monitor progress against the outcomes of the school development plan. These processes have been linked directly to the school's strategic planning.

Since the beginning of the term, the headteacher has monitored standards in all classes, and arranged for one language co-ordinator to shadow this practice in order to develop their monitoring skills. The programme of monitoring visits has been planned over a period of three years as part of the school's self-evaluation process. This includes observing individual lessons, scrutinising books and learning walks. The school now makes appropriate use of learning observations in order to identify areas for improvement in teaching. However, lesson monitoring reports do not always focus enough on pupils' standards and a few continue to be descriptive at times. There is a need for the school to monitor and evaluate the work of subject co-ordinators in order to ensure quality and consistency in observations across the school.

Teachers and governors discuss areas for further development more regularly, and this contributes effectively to planning for improvement. In order to maintain and improve this progress, the school should ensure that monitoring evaluations lead to producing a comprehensive self-evaluation report in order to plan effectively for improvement.

Recommendations

In order to maintain this progress and improve on it, the school should continue to work towards achieving the inspection recommendations that have not yet been fully addressed.