



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

A report on

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

Date of inspection: November 2011

by

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for

**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 Ciliau Parc is located in the village of Ciliau Aeron between Aberaeron and Lampeter in Ceredigion. Pupils receive most of their education through the medium of Welsh. There are 65 pupils between 4-11 years of age, on roll and the vast majority of them have received pre-school education.

The area is considered to be neither prosperous nor economically disadvantaged. 8% of the pupils receive free school meals and this is below national and local averages.

The school admits pupils across the full range of ability. 11 pupils, (17%) have been identified as having additional needs. This is below national and local averages.

2 pupils have a statement of educational needs. The vast majority of pupils come from homes where the main language spoken is English. The main aim of the school's language policy is to ensure that the pupils are bilingual before transferring to the secondary school.

The school was last inspected in December 2005. The present head teacher was appointed in 1993.

The individual school budget in 2010-2011 per pupil for Ysgol Ciliau Parc is £3,430, which compares with a maximum of £8,706 and a minimum of £2,987 for primary schools in Ceredigion. The school has the 41st highest budget per pupil of the 60 primary schools in Ceredigion.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- The good provision and the rich practical experiences given to pupils motivate them to learn at the Foundation Phase;
- many pupils of all different ages and ability achieve their potential ;
- pupils communications skills especially in reading in Welsh and English, writing in Welsh and information and communication technology are good;
- the effective attention given to pupils' welfare and to their additional needs; and
- good teaching that motivates pupils to take part in their learning and to benefit from an interesting and varied curriculum.

Prospects for improvement

The school's prospects for improvement are good because:

- its successful history of ensuring improvement in pupils' outcomes;
- it is well lead and it has a clear and shared sense of purpose and direction;
- all staff work together effectively to improve the provision;
- self-evaluation processes are thorough and based on sound evidence; and
- the governors are knowledgeable about the school's performance, and at times have given a clear leadership which has had a positive effect on the school's strategic direction.

Recommendations

In order to improve the school needs to:

- R1 raise pupils' standards in extended writing work and spelling in English;
- R2 ensure that there is consistency in the provision for the most able pupils, and challenge them to reach their full potential; and
- R3 share the existing good practice in the school regarding assessment for learning.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils' baseline assessment results on entry to the school show that they have a wide range of skills. Standards at the end of the Foundation Phase show definite progress. Pupils' early reading and writing skills progress is good. By the end of the Foundation Phase, the vast majority of them attain the outcomes expected for their age in communications and mathematical skills. By the end of Year 2, nearly all of the pupils communicate effectively in Welsh, especially orally, and make good use of their reading and writing skills across the curriculum.

Across the school most pupils listen attentively to their peers and to teachers' instructions. Most pupils communicate confidently with adults and others in a variety of situations. When responding in lessons many of the pupils speak clearly and fluently. They are able to give sound reasons when declaring their decisions.

Many pupils read well in Welsh and in English. Neither the extended writing skills nor spelling skills in English have been adequately developed.

Progress in lessons is good throughout the school, and many pupils complete their work and concentrate on their tasks, showing interest and perseverance.

Many of the pupils with additional learning needs (ALN) succeed well in relation to their personal targets. They show relevant progress according to their ability. Pupils who are entitled to free school meals succeed well.

At the end of Key Stage 1 (KS1), pupils attain high standards in the core subjects. The percentage of pupils that attain the expected levels is higher than the family (a group of schools with similar characteristics), the Local authority (LA) and Wales in Welsh, science and mathematics. This places the school in the top 50% when compared with schools with percentages of pupils who are entitled to receive free school meals.

At the end of key stage 2, the school performs well against the family, LA and Wales in mathematics and science. Results in Welsh in 2011, are lower. This places the school amongst the highest percentage in science and mathematics when compared with schools with percentages of pupils who are entitled to receive free school meals. Results in Welsh were lower in 2011 because of latecomers with English as their first language. When comparing the school's results in Welsh, science and mathematics combined, the school performs consistently well and better than the family, LA and Wales.

There are no significant differences between the performance of boys and girls.

Although most of the most able pupils attain well this is not consistent across the school.

Wellbeing: Good

Pupils feel safe in school and they confidently turn to adults for support and guidance. They enjoy taking part in physical activities and understand the essentials of healthy eating.

Most pupils play together happily. They develop into complete and diligent individuals, willing to contribute to work within the school and in community activities.

Nearly all the pupils' attitude towards learning is positive. They work effectively in their lessons and their activities.

Attendance in the three terms prior to the inspection is 91.85%. This is lower than local and national figures. There were no unauthorised absences during 2011. The behaviour of nearly all the pupils is good.

Pupils are polite with each other and with adults and show respect, care and concern for others, and the majority take part in extra-curricular activities.

The school council is hard working and contributes positively to the life of the school. Many of the pupils develop good awareness of aspects such as a green school. Provision such as the campaign to reduce and recycle waste has developed their awareness of issues involving the local community.

The pupils receive a varied provision of opportunities to work with others. There is good collaboration with the local newspaper to promote the school's enterprise and business work.

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

A wide range of learning experiences is provided. The teachers work together to plan programmes of work, and by involving the pupils, ensuring interesting and relevant learning experiences. The planning however is neither consistent enough to ensure the development of extended writing in English, nor to challenge the most able and talented pupils.

Good use is made of targeting pupils who are underachieving. They receive appropriate additional support ensuring progress in their literacy skills.

Appropriate opportunities are planned in the majority of lessons in order to develop skills. This means that the majority are able to use the skills confidently across the curriculum. Effective use is made of computers and information and communications technology resources and this contributes towards the good quality of the learning.

The school's Eco- council takes part in many projects. Although they have arranged money raising activities for places such as Rumania and Japan, the global citizenship element has not been developed consistently.

The school encourages the pupils to speak Welsh and the teachers are good language models. As a result of the good provision, pupils are making good progress in their bilingual skills. There is good provision for promoting awareness of the culture and heritage of Wales and this is given high priority via a range of curricular activities and in the life of the school.

Teaching: Good

Most of the teaching is good, ensuring that pupils are motivated to show interest in their learning. Teachers have good subject knowledge and they use a range of methods and activities to stimulate the pupils well.

In the lessons where teaching is outstanding, there is lively and exciting pace, good activity structuring to match the age and ability of the pupils and challenging questioning. All the pupils are encouraged constantly to work independently and to produce work of good quality.

Teachers' expectations are high and challenging when building upon pupils prior experiences. The provision for developing the most able pupils is inconsistent.

Pupils' behaviour is managed well by fostering a caring and positive ethos. The teaching and support staff work well together and this enriches and augments the valuable experiences within the class.

Effective use is made of resources to develop pupils' information and communication technology which enables them to enrich their learning across the curriculum.

The school works effectively to develop assessment for learning methods and in the best practice the principles and strategies set clear targets for the pupils for improving standards. The use of assessment for learning principles is inconsistent across the school.

The school has effective assessment systems which summarize pupils' progress.

Care, support and guidance: Good

The school is a happy, safe community where pupils and adults respect each other.

The school has procedures and an appropriate policy for safeguarding.

The school promotes pupils health and welfare successfully by means of a number of appropriate activities. The good learning experiences provided promote pupils spiritual, moral, social and cultural development well. Effective use is made of a range of specialist services.

Pupils know who to turn to when there is need for that. The school responds quickly and effectively to any instances of bullying.

There are appropriate arrangements ensuring that pupils with ALN are identified early. They are supported by a variety of appropriate programmes and strategies. Members of staff effectively support in order to ensure that pupils succeed in reaching their targets. The Individual Education Plans have been compiled appropriately.

Learning environment: Good

There is a welcoming ethos which provides a safe and supporting environment. Every pupil has access to all aspects of school life. The school deals effectively with any instances of challenging behaviour. There are sufficient resources of high quality in order to meet the needs of the curriculum, and efficient and purposeful use is made of them. The classrooms and corridors are colourful, stimulating and celebrate pupils' efforts successfully.

The building and grounds are well maintained. The teaching environment is stimulating and supports learning and teaching well.

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

The main focus of strategic planning is to improve the school by maintaining and raising pupils' standards further. The head teacher and staff work closely together to create a whole school ethos which encourages and adds value to developing individuals in order to ensure improvements.

Members of staff meet regularly to identify areas to improve. They have specific responsibilities to develop the school's provision and to raise standards.. Their professional development arrangements as well as management systems provide good opportunities to match effectively individual development needs with strategic objectives.

The governors undertake their roles and responsibilities loyally and thoroughly. They have a strong interest in the daily life of then school. Their contribution to the self evaluation process stimulates improvements by ensuring that intervention arrangements are in place to address the task of raising standards. Members attend training and challenge the school well as critical friends and use the schools' performance and improvement data very effectively.

The school gives appropriate consideration to a range of national and local priorities. The provision for the Foundation Phase has been established and parts of the outdoor environment have been adapted successfully to promote the development. Some of the principles of the School Effectiveness Framework, such as developing professional learning communities, are an important and active aspect within the school.

Improving quality: Good

The head teacher's good leadership ensures that the school's management systems are effective. The process of planning for improvement is established and implemented with the main focus on raising standards. The self evaluation report is of good quality and offers a clear direction which identifies and targets priorities in the school development plan. Managers and leaders develop an understanding of the school's strengths and weaknesses by means of self evaluation strategies and consider teachers, parents and pupils opinions in the process.

The school improvement plan, which derives from the self evaluation, has a positive effect on improving the school. The plan's focus targets specific areas and uses a range of sources of evidence, such as data analysis, investigating school documentation, monitoring the teaching and learning, analysing and levelling pupils' work, to challenge the school to raise standards further.

Members of staff work well as a community, and they share best practice and recent educational initiatives in their regular staff meetings. Effective partnerships of professional practice with other schools are developing well to aid continuous improvement. Advantage is taken of staff expertise in a range of training opportunities, including networks of professional practice with schools from the wider community, the local authority and national agencies and organisations.

Partnership working: Good

The school has good partnerships which enrich the provision for the pupils.

The partnerships with the parents and the community are good. Parents are supportive of all the activities provided and are proud of the school's "open door" policy. They receive regular information about their children's progress and they are happy with many aspects of school life. The school has a beneficial and profitable partnership with the Teachers and Parents Association and the Association raises money to improve the educational provision.

There are effective arrangements for ensuring that pupils settle down well when they start school.

The strategy used by the school to settle pupils from a neighbouring school is good. Good and close links with the local high school promote improvements in standardizing and moderating pupils' work which is beginning to have a positive effect on standardizing. There are effective and smooth transition arrangements in order to promote pupil welfare when transferring from the primary to the secondary and ensuring that they prepare for the next step in their education.

Visits to the local community and visitors from the community make positive contributions to enriching pupils' experiences. Pupils understanding of other cultures are effectively developed. Appropriate charities are supported which raise pupils' awareness of other people's needs well.

Resource management: Good

Leaders and managers manage the resources that are allocated to the school well and expenditure is regularly monitored to ensure that the school has a wide and appropriate range of learning and teaching resources. The school has sufficient experienced teachers. Classroom assistants' good contribution, at the Foundation Phase and in supporting pupils with ALN, promotes improving standards.

The governing body keeps a watchful eye on the budget. They spend according to the priorities in the development plan and expenditure decisions. Teachers make effective use of their planning, preparation and assessment time and the management of this time is good. Teachers have clear responsibilities and expectations and the school has an appropriate procedure for performance management which offers opportunities for continuous professional development. It is a priority of the school to extend this practice when starting the process of the performance management of the new classroom assistants.

In view of pupils' outcomes, the provision and leadership, the school gives good value for money.

Appendix 1

Comments on performance data

The data verified on children's achievement at the end of key stage 1 shows that the school is consistently performing well. In 2011 the school is performing higher than County, Family (group of schools with similar characteristics) and Wales averages.

In the core subjects (Welsh, mathematics and science) over the last five years, when compared with benchmarking bands for schools with similar numbers entitled to free school meals (0- 8% band), the school performs consistently well in all subjects. KS 1 pupils are achieving well reaching the highest quartile in 2010 and 2011 when compared with the 3rd quartile in Welsh and the 4th quartile in mathematics and science in 2009.

The percentage of pupils that attain higher levels than expected, are higher in Welsh and science but lower in mathematics when compared to the Family and the LA.

In 2011, in key stage 2, the school is performing higher than LA, family and Wales averages. Progress is consistently good apart from Welsh.

When compared with the family, the school is performing high in all indicators and is consistently amongst the upper half of its family in the core subjects. In 2001, the school was in top place in all indicators apart from Welsh.

By 2011, levels performance is higher across all the core subjects, significantly higher than the family. LA and Wales averages.

There is no significant difference between the achievement of boys and girls over the years although there is a tendency towards the boys throughout both key stages.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

33 responses were received and all agreed that their children felt safe in school. 97 percent agreed that their children were encouraged to be healthy and to take regular exercise and that they are making good progress in school. 85% agreed that the children's overall behaviour was good, that the standard of teaching was good and that they felt comfortable in contacting the school at all times.

Nearly all agreed that the school was well run. From the responses many understood the school's procedures for dealing with complaints.

Responses to learner questionnaires

34 responses were received. Inspectors also had conversations with the children during the inspection. All the responses show that all children feel safe in school and know who to talk to if they are worried. 100% percent know what to do and who to talk to if they find the work difficult.

They all agree that they are taught how to eat healthily and there are many opportunities in school for them to take regular exercise.

A low percentage believed that not all children behaved well during play times, but most believed the school dealt well with bullying.

Appendix 3

The inspection team

Carolyn Jane Thomas	Reporting Inspector
Eleri Wynn Honour	Team Inspector
Dylan Jones	Lay Inspector
Alun Williams	Peer Inspector
Elaine Moore	School Nominee

Copies of the report

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Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Key stage 1	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