

**Inspection under Section 10 of the
Schools Inspections Act 1996**

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

School Number: 667/2285

Date of Inspection: October 17th-19th 2005

by

**Mrs Eleri Betts
W248/17717**

Date : December 14th 2005

Under Estyn contract number: T/029/05P

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Ysgol Ciliau Parc was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Ciliau Parc took place between October 17th and October 19th. An independent team of inspectors, led by Mrs Eleri Betts, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

List of Abbreviations in the Report in Alphabetical Order

ACCAC	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (Welsh Qualifications Curriculum and Assessment Authority)
EBP	Education and Business Partnership
GB	Governing Body
ICT	Information and Communications Technology
IEP	Individual Education Plan
INSET	In-Service Training
KS1	Key Stage 1
KS2	Key Stage 2
LEA	Local Education Authority
NC	National Curriculum
PSE	Personal and Social Education
SDP	School Development Plan
SEN	Special Educational Needs
Y	Year

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Context

The nature of the provider

1. Ysgol Ciliau Parc is located in the village of Ciliau Aeron on the main road between Aberaeron and Lampeter in Ceredigion. It has been designated a Category A school by the LEA where pupils receive most of their education through the medium of Welsh. There are three classes at the school; two are on the ground floor and the classroom for Y5 and Y6 pupils is upstairs in rooms which once belonged to the old school house. As the school does not have a hall, the village hall and dining room are used for practical sessions, whole-school activities and collective worship.
2. The majority of pupils who are between four and 11 years of age come from the village itself and, although the locality is a rural, agricultural area, few of the present pupils come from an agricultural background. The area is considered to be neither prosperous nor economically disadvantaged.
3. Pupil numbers have decreased over the last few years. There are 36 pupils on the register at present; the majority of these are in KS2. Approximately 3% receive free school meals. About 61% come from homes where the main language spoken is English. One child is from an ethnic minority background and there are no pupils in the care of the Local Authority. There is no nursery provision at the school and the children transfer from a number of pre-school settings in the area. No pupil has been excluded during the last 12 months. Pupils represent the full range of ability; seven are on the SEN register and one is statemented.
4. The school was last inspected in Autumn 1999; it succeeded in achieving the Basic Skills Agency Quality Mark in July 2004.

The school's priorities and targets

5. The school's priorities and targets are to:
 - ensure that every child is happy and attains his/her true potential intellectually, physically, emotionally and socially;
 - help pupils develop lively inquiring minds, as well as the ability to question and discuss rationally and solve different types of problems logically;
 - foster in pupils an interest in and knowledge of skills in literacy, numeracy, science, information technology and the world around them;
 - teach the children to work co-operatively with one another and create a feeling of tolerance in every child towards other children and people whatever their background, colour or religion;
 - create an awareness and an appreciation of community, language, culture and environment and ensure that Welsh heritage is presented to every child;
 - provide children with the concept of moral values;

- create an awareness in children of the need for personal hygiene, politeness and courtesy and try to foster self respect towards others and develop sound attitudes and values;
- teach the children about the Bible and Christian beliefs;
- work closely with parents and the community for the children's benefit;
- ensure that every child takes part in various physical and aesthetic activities in order to develop individual talents and skills.

6. The school's current priorities and targets are to:

- continue to develop pupils' key skills;
- continue to raise standards in Welsh for a small number of pupils in both key stages;
- revise the school's assessment procedures;
- continue to develop close relationships with the local school cluster;
- develop the GB's role in classroom observation;
- improve pupils' average attendance;
- continue to develop the School Council's responsibilities and gain an Eco award for the school;
- revise child protection guidelines.

Summary

7. Ysgol Gynradd Ciliau Parc is a caring community where every pupil, of whatever age, gender, ability and needs has equal opportunities. Teachers work effectively as a team and they know their school and pupils well. The education provided at this school is of a high standard.
8. The inspection team agreed with the school's judgement in the self-evaluation document in five of the key questions; in two questions the inspectors awarded a higher grade as the school had underestimated its effectiveness.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

9. The general quality of provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
10. Pupils across KS1 and KS2 make good progress and generally achieve good standards. Pupils with SEN make appropriate progress and reach their potential; the statemented pupil is making outstanding progress.
11. In teacher assessments at the end of KS1, results in 2005 and over the previous three years compare favourably in mathematics and science with local, county and national statistics and comparable schools. In Welsh, results are more varied as a number of pupils who are often not Welsh speaking transfer to the school late during the key stage. In KS2 national test results over the last three years are similar or higher than the percentages for comparable schools and local, county and national ones. Generally, they are higher in English, mathematics and science whilst in Welsh, they are more varied.
12. Bilingual skills develop well and the school achieves the aim that the pupils, who receive a substantial proportion of their education at the school, develop into bilingual individuals.
13. In key skills for under-fives and KS1 pupils, ICT skills are good with outstanding features. There are good features and no important shortcomings in listening, speaking, reading and writing skills, but in numeracy, good features outweigh shortcomings.
14. In KS2, pupils' ICT skills are good with outstanding features. There are good features and no important shortcomings in speaking in English, and in listening, reading and writing in both languages. In Welsh good features outweigh shortcomings in speaking; pupils' eagerness and their consistent use of Welsh when working in pairs and groups in Welsh-medium lessons are less effective. Also in numeracy good features outweigh shortcomings.
15. Pupils' awareness of equal opportunities is outstanding; they understand the need to respect everyone whatever their race, colour, dress or creed.
16. Pupils develop consistently good personal and social skills. They work well together in pairs and groups. They accept various responsibilities, which include taking decisions about creating play hide-outs on the school's grounds. Reception-age children develop good independent and co-operative play skills.
17. The vast majority of pupils attend regularly; over the last three terms the average attendance figures are approximately 95%. No pupils were seen arriving late during the inspection; they are keen and happy to arrive at school on time. It is a matter of concern however for teachers that a number of parents take holidays and withdraw their children from school for periods of time.

18. The standard of pupils' behaviour and their attitudes to their work are outstanding. They display a high level of self-discipline together with support for one another as they go about their work in the building and when playing on the school grounds. They are courteous and considerate towards others and they show respect towards adults; they are aware of the school's high expectations and behaviour rules and follow them carefully. They thank their teachers constantly.

The quality of education and training

19. In lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
56%	44%	-	-	-

20. The quality of teaching is a strength, and a key element in the progress pupils make. In all lessons, it is at an appropriate level, with a relevant focus, clear aims and objectives and good planning. Effective use is made of resources, and the exceptionally good relationship between teachers and pupils fosters effective learning.
21. The quality of teaching for pupils with SEN is consistently good. The withdrawal support for individuals and groups is consistently effective. Teaching for under-fives and KS1 is consistently good, and teaching in KS2 is good with outstanding features in the majority of lessons seen.
22. Assessment systems are used effectively to plan and improve learning. A policy and procedures are being re-structured by the cluster group of schools at present, in order to track individual's progress more effectively; the new system is not fully operational as yet.
23. Assessment meets statutory requirements, including for pupils with SEN. Assessment undertaken with under-fives, including baseline assessments, is effective. In KS1 and KS2, work in core subjects is assessed termly and foundation subjects are assessed annually. Detailed records are kept of every pupil's progress and work is marked regularly.
24. Reports to parents comply with statutory requirements; they present a clear and honest picture of each pupil's achievements and skills in every area.
25. Curricular provision across the school is broad and balanced, and complies with statutory requirements. Schemes of work for all areas of learning for under fives and NC subjects and religious education in KS1 and KS2 are appropriate.
26. Opportunities for key skills are indicated in teachers' planning. No review of all the provision has yet been undertaken in order to ensure that planning is effective and provides balance and progression in all skills across the school.
27. The school has responded well to ACCAC guidelines for PSE. Pupils have formal and informal opportunities during circle time to discuss emotions and

feelings, to see the advantages of having friends, and to learn that bullying is unacceptable.

28. Pupils' awareness of citizenship is developing well, especially through School Council activities where they have an opportunity to make decisions and represent others. They understand the importance of recycling and healthy living and they develop an awareness of the world of work.
29. Provision for the cwricwlwm Cymreig is good and often exceptional. The local community is used appropriately as a starting point to establish an awareness of Welshness and the heritage of Wales. Pupils' understanding of the importance of respecting diversity is good.
30. Spiritual, moral and social development is good and often exceptional. There is a spiritual atmosphere in the whole school collective worship, moral messages are shared regularly and older pupils' social awareness is developed effectively for example, when they are encouraged to look after the youngest pupils.
31. Provision for extra-curricular activities is good. Visits to the community and beyond contribute effectively to curricular provision.
32. Provision for homework complements and extends class work, and parents are happy with the frequency and suitability of the work set.
33. Links are good with the cluster of schools that feed the comprehensive school to which pupils transfer at eleven years of age and with the comprehensive school itself.
34. Partnership with parents is good. A number offer their expertise to help the school and the school's Parents' Association is hard-working and contribute much financially.
35. The school plays a full part in the community and it has good links with the resources of the local agricultural industry.
36. The quality of care, support and guidance offered to pupils is consistently good with a number of outstanding features. The school works very well with the LEA and effective use is made of a range of external agencies. The exceptionally good relationship between the school and the police and the local nurse promote pupils' health and safety in a positive manner.
37. The home/school agreement is a means of furthering good understanding between parents and the school regarding expectations. The school shares information about IEPs well with parents of pupils with SEN.
38. Pupils in the reception class settle down quickly and feel happy and safe in the school. Arrangements for Y6 transfer to the secondary school ensure that pupils are confident when changing schools.

39. Pupils say that the staff are exceedingly caring and they praise greatly the guidance they receive; they feel that they can talk easily with any one of the teachers.
40. Appropriate steps are taken to monitor attendance and punctuality. Misbehaviour is dealt with very effectively and there are exceedingly effective discipline arrangements at the school to deal with instances of misbehaviour.
41. The school has clear procedures which are fully documented to ensure pupils' welfare and safety in the building. Procedures for looking after pupils who feel unwell or have had an accident are effective and every teacher has received first aid training. Staff have a good awareness of the detailed guidelines for child protection. During the inspection no instances of bullying were seen, but there are suitable procedures in place should the need arise.
42. The quality of the provision for additional learning needs is good. Pupils with SEN receive good support from a specialist teacher, class teachers, the teachers' aide and the assistant, to achieve targets identified in the IEPs. Close links between home and school promote these pupils' progress very effectively.

Leadership and management

43. The school has clear aims and objectives; a sense of purpose and team work is at the core of the school's success, and is an outstanding feature. The head is enthusiastic and gives clear leadership to the life of the school. Lines of communication are clear. The school is pro-active in introducing new initiatives which promote effective learning and teaching. Management policies comply with statutory requirements.
44. Teachers have developed their role as curriculum leaders by following a learning and teaching monitoring programme. However, the process is not yet fully developed.
45. The staff development programme is appropriate to teachers' and pupils' individual needs. Effective systems have been established for performance management and the procedures for giving teachers planning and assessment time have been appropriately established.
46. The GB is very supportive of the school and fulfils its statutory requirements. Governors play a prominent role in determining spending obligations. However, their role with regard to visiting classes and taking a full part in the self-evaluation process has not developed sufficiently.
47. The SDP sets accurate priorities over a period of three years and is appropriately costed; it is a document which leads the school forward effectively.
48. A self-evaluation culture exists in the school; constant discussions amongst the teachers promote this. The current self-evaluation report identifies strengths,

areas for development and the school's plans for improvement. Progress since the last inspection has been good.

49. The school gives careful consideration to data which analyses the performance of other schools, locally, on a county basis and nationally, in order to evaluate its performance.
50. Parents have had opportunities to complete a questionnaire giving their opinions on all aspects of school life. The school has responded to their ideas and their views.
51. Pupils have opportunities through the School Council to express opinions and offer ideas for possible improvements. They take pride in the fact that teachers take account of their ideas with regard to improving the school's environment.
52. There is a sufficient number of suitably qualified teachers to teach every aspect of the curriculum.
53. Good use is made of specialist expertise for example when teachers exchange classes in areas such as information technology.
54. The temporary teaching assistant contributes well to the quality of the provision for a pupil with SEN. An assistant also helps effectively in several areas with Y3 and Y4 pupils. The under-fives do not have an assistant owing to financial constraints. Effective use is made of one teacher who works for a proportion of her time to provide good support for pupils with SEN.
55. The school has a sufficient quantity of resources; they are in good condition and effective use is made of them. Every pupil at the school, including those with SEN, uses resources which are suitable for their needs, and this improves the quality of learning and teaching.
56. Resources are purchased in line with priorities. Availability of resources is good.
57. The quality of the buildings is good, with plenty of space for pupils. The accommodation is comfortable and safe with stimulating displays decorating the walls.
58. The school has suitable play areas for the under-fives, and the playground has been appropriately marked for games for KS1 and KS2 pupils.
59. Although steps have already been taken to render the wall behind the school safe following a problem that appeared recently, this work has not yet been completed.
60. The GB has discussed the necessary changes to the building should the need arise to make provision for pupils and adults with physical disabilities.
61. Financial management is stringent and provides very good value for money.

Recommendations

In order to move the school forward, the staff and the GB need to:

- R1: continue to develop the provision for key skills
- a) by encouraging pupils who work in pairs and groups to discuss consistently in Welsh in Welsh-medium lessons:
 - b) extend the use of numeracy across the curriculum;
- R2: continue to develop the school's assessment arrangements:
- R3: develop further the arrangements for monitoring learning and teaching:
- R4: develop further the role of the GB in the self-evaluation process and in curricular matters.
- R5: ensure that the safety matter noted during the inspection receives urgent attention.

R1(a) R2 R3 and R4 are identified as matters for development in the SDP and the Self-Evaluation Report.

Standards

Key question 1: How well do learners achieve?

Grade 2: good features and no important shortcomings

62. The inspection team's findings match the judgement made by the school in its self-evaluation report.
63. The general quality of the provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
64. Pupils across KS1 and KS2 make good progress and generally achieve good standards. Pupils with SEN make appropriate progress and reach their potential; the statemented pupil is making exceptional progress.
65. In teacher assessments at the end of KS1, results in 2005 and over the previous three years compare favourably in mathematics and science with local, county and national statistics and comparable schools. In Welsh, results are more varied as a number of pupils who are often not Welsh speaking, transfer to the school late during the key stage.
66. In KS2, the results of national tests over the last three years are similar or higher than the percentages for similar schools and those locally, in the county and nationally. Generally, they are higher in English, mathematics and science, whilst in Welsh they are more varied. In 2005, the results were lower in Welsh as a non-Welsh-speaking child transferred to the school in Y6. The school is eager to increase the number of pupils who attain level five across the core subjects.
67. Owing to the small number of pupils at the school, it is not possible to identify significant trends in NC results and there are no obvious differences in the results on the basis of gender.
68. Bilingual skills develop well and the school achieves the aim that the pupils, who receive a substantial proportion of their education at the school through the medium of Welsh, develop into bilingual individuals. KS1 pupils who come from non-Welsh-speaking families acquire the Welsh language quickly and older pupils can change texts from one language to the other and use subject terminology with ease in both languages.
69. In key skills for the under-fives and KS1 pupils, ICT skills are good with outstanding features; for example, they work independently on the interactive whiteboard. There are good features and no important shortcomings in their listening, speaking, reading and writing skills. In numeracy good features outweigh shortcomings.

70. In KS2, pupils' ICT skills are good with outstanding features. They accomplish a range of work on the computer, including PowerPoint presentations, work on database work and search for information on the internet in a range of subjects. There are good features and no important shortcomings in speaking in English, and in listening, reading and writing in both languages. In Welsh, good features outweigh shortcomings in speaking; pupils' eagerness and consistent use of Welsh when working in pairs and groups in Welsh-medium lessons is less effective. Also, in numeracy, good features outweigh shortcomings. Pupils do not develop numeracy skills sufficiently within lessons; however in some subjects they develop a good knowledge of how graphs can record information.
71. Pupils' awareness of equal opportunities is exceptional. The school places emphasis on ensuring equal opportunities within its community. This provides pupils with important messages and, as a result, they understand the need to respect everyone whatever their race, colour dress or belief.
72. Pupils develop consistently good personal and social skills. They work well together in pairs and groups. They accept various responsibilities which include taking decisions about creating play hide-outs on the school grounds. Children in reception develop good independent and co-operative play skills.
73. Pupils in both key stages develop good creative skills across subjects. They develop exceptionally well when using thinking skills to predict, make decisions and reflect analytically. When emulating the style of famous artists and creating pictures of still life, pupils in Y6 display creativity when choosing colour, shape and form.
74. When predicting, whilst assembling electrical circuits and when studying light travelling for example, pupils develop good problem solving skills.
75. Pupils understand what they learn, as teachers share lesson objectives clearly and support them purposefully as they undertake their tasks. Often, pupils are informed what the next step in their learning will be in the next session. As a result, they can apply their knowledge in new and unfamiliar situations.
76. The vast majority of pupils attend regularly; over the last three terms, attendance figures averaged about 95%. Registers are completed correctly. No pupils were seen arriving late during the inspection; they are eager and happy to arrive at school on time. However, teachers are concerned that a number of parents take holidays and withdraw their children from school for periods of time.
77. The standard of pupils' behaviour is exceptional. In collective worship sessions, the behaviour of all pupils, including children under five, is impressive. They display a high level of self-discipline and support for one another as they go about their work in the school building and when playing on the school grounds. They are courteous and considerate to others and show respect for adults; they are aware of the school's high expectations and follow the rules for behaviour carefully. They thank their teachers constantly.

78. Pupils' attitudes to their work are exceptional. They respond enthusiastically to the good teaching and the challenging work and they remain on task throughout the sessions. They concentrate on their work, display an eagerness to share their accomplishments with their peers and appreciate the efforts of others.

The quality of education and training

Key question 2: How effective are teaching, training and assessment?

Grade 2: good features and no important shortcomings

79. The inspection team's findings match the judgement made by the school in its self-evaluation report.

80. In lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
56%	44%	-	-	-

81. The quality of the teaching is a strength, and a key element in the progress pupils make. In all lessons, it is at an appropriate level, with a clear focus, relevant aims and objectives and good planning. Effective use is made of resources, and the exceptionally good relationship between teachers and pupils promotes effective learning.
82. The quality of teaching for pupils with SEN is consistently good. The withdrawal support for individuals and groups is consistently effective. Teaching for under-fives and KS1 is consistently good, and teaching in KS2 is good with outstanding features in the majority of lessons observed.
83. ICT is used imaginatively to enrich teaching and learning, and pupils are given clear directions. Teachers provide activities which match up previous work and ensure progression.
84. Where the teaching displays outstanding features:
- lessons are structured and the pace is challenging ;
 - teachers have high expectations;
 - teachers have a sound knowledge and understanding of subjects;
 - there is a sequence of varied activities in lessons and
 - relevant and searching questioning.
85. Assessment systems are used effectively to plan and improve learning. A policy and procedures are being re-structured by the cluster schools in the area at present, in order to track individual's progress more effectively; the new system is not fully operational as yet.
86. Teachers know pupils well, and assessment complies with statutory requirements, including those for pupils with SEN.

87. Effective use is made of local and national test result to set targets. Also, the school is working well within the cluster of local schools to standardise assessments.
88. Pupils play an effective part in the process of planning and improving their progress. They discuss personal targets with their teachers and their self-evaluation skills develop well.
89. Assessment undertaken with under-fives, including baseline assessment, is effective. In KS1 and KS2 work in core subjects is assessed termly, and foundation subjects are assessed annually. Detailed records are kept of each child's development and progress.
90. Work is marked regularly and constructive comments are made which help pupils to improve their work. Feedback encourages them to assess their own performance and to strive to secure improvement.
91. Parents appreciate the opportunity to visit the school formally once a year to discuss their children's work. The school's 'open door' policy allows parents to discuss their children's progress regularly. Parents of pupils with SEN make use of the opportunity to meet with the specialist teacher every other week.
92. Reports to parents comply with statutory requirements. They present a clear and honest picture of a pupil's achievements and skills. They comment on social and personal development, and constructive comments set a clear direction for improving the work.

Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: good features and no important shortcomings

93. The inspection team's findings differ from the judgement made by the school in its self-evaluation report as the school awarded itself a Grade 3 for this key question.
94. Curricular provision across the school is broad and balanced and complies with statutory requirements.
95. Reception children are provided with experiences which ensure that they learn through practical activities across the six areas of learning.
96. Across the school, there are appropriate schemes of work for all areas of learning for the under-fives and all NC subjects and religious education for KS1 and KS2. The two-year planning cycle is based on suitable themes which combine a number of NC subjects and religious education. Teachers' daily planning is detailed; for the Y3 and Y4 class it is very effective.

97. Opportunities for key skills are identified in teachers' planning. No review of all the provision has yet been undertaken to ensure that planning is effective and provides balance and progression in all the skills across the school.
98. The school has responded well to ACCAC guidelines for PSE. Pupils have formal and informal opportunities during circle time to discuss emotions and feelings, see the advantages of having friends, and understand that bullying is unacceptable. Older pupils discuss racism in a mature manner.
99. The school emphasises healthy eating, including providing bottles of water for pupils. Pupils are aware of what can be recycled and the arrangements made locally for recycling. They understand its importance in terms of conservation and sustainable development.
100. Pupils' awareness of citizenship develops well, especially through School Council activities where they have an opportunity to make decisions and represent others.
101. The school has not continued its previous partnership with a school overseas; however pupils' understanding of the importance of respecting diversity is good. They learn about contrasting countries and different religions, they benefit from French lessons, learn some Japanese and Malay and collect money for humanitarian causes to help less fortunate people across the world.
102. Pupils develop an awareness of the world of work when welcoming visitors to school to discuss their daily tasks and responsibilities. They learn basic entrepreneurial skills as they construct simple toys under the direction of an external agency.
103. Provision for the cwricwlwm Cymreig is good and often exceptional. The local community is used appropriately as a starting point to establish an awareness of Welshness and the heritage of Wales. Pupils learn the names of fields and farms in the locality; they listen to a recital by a local male voice choir and a famous local harpist. Their knowledge of Wales develops further when KS1 pupils learn well-known folk songs. Y3 and Y4 study places in and the features of Snowdonia, and Y5 and Y6 emulate the work of Sir Kyffin Williams.
104. The atmosphere created in whole-school collective worship gives pupils effective opportunities to be quiet and meditate on aspects of life. Also, a number of curricular activities which include investigative work awaken pupils' curiosity. This provision develops pupils' spiritual feelings exceptionally well.
105. Moral and social development is good and often exceptional. Moral messages are shared regularly with pupils and they know the difference between right and wrong. Older pupils' social awareness is developed effectively for example, when they are encouraged to look after the youngest ones in the school.
106. Provision for extra-curricular activities is good. Several after-school clubs are held including art and games. Pupils have equal opportunities as they compete,

for example in swimming competitions with schools within the cluster. Residential opportunities are arranged for KS2 pupils.

107. Visits to the community and beyond contribute effectively to curricular provision. The youngest pupils visit local farms or make discoveries on the beach at Aberaeron; older ones go to places such as the Museum of Welsh Life at St Fagan's. Local resources such as the manor house at Llanerchaeron are used well to enrich pupils' experiences.
108. Provision for homework complements and extends class work and parents are happy with the frequency and suitability of the work set.
109. Overall, the school's partnerships are good. As the school receives children from a variety of pre-school settings, which vary from year to year, partnerships with nursery groups are limited. However, links with the secondary school which receives pupils at eleven years of age are good. The school is part of an effective bridging project between KS2 and KS3.
110. Links are good with the cluster of schools that feed the secondary schools. Activities include ones that pupils across the cluster can share, and opportunities for teachers to work together on curriculum areas; the provision has a positive influence on the teaching and learning. The school is also in partnership with a teacher-training university and receives students regularly.
111. Partnership with parents is good. In the questionnaire and the pre-inspection meeting, parents expressed their satisfaction with the school's pastoral care and education provided. Information they receive conforms to statutory requirements and gives them a clear picture of daily activities and the curriculum studied. The Link Book for the under-fives and Record Book for KS1 and KS2 pupils strengthen links. A number of parents offer their expertise to help the school, and the school's Parents Association is hard-working and contributes much financially.
112. The school plays a full part in its community and is prominent in all village activities such as the local Eisteddfod; teachers make good use of a nearby theatre and trusts in the area.
113. Teachers have not been on work experience in industry nor on any EBP courses. However the school has good links with the resources of the local agricultural industry and the school fosters effective links with local businesses.

Key question 4: How well are learners cared for, guided and supported?

Grade 1: good with outstanding features

114. The inspection team's findings differ from the judgement made by the school in its self-evaluation report as the school awarded itself a Grade 2 for this question.

115. The quality of care, support and guidance offered to pupils is consistently good with a number of outstanding features. Pupils' welfare is a high priority with the school and the planning and management of care arrangements are effective and purposeful.
116. The school works very well with the LEA and effective use is made of a range of external agencies.
117. The exceptionally good relationships between the school and institutions in the community, for example the police and the nurse, promote pupils' health and safety in a positive manner. The nurse contributes very well to PSE provision.
118. The home/school agreement is a means of furthering good understanding between parents and the school with regard to expectations. An outstanding feature of the leadership the school provides is the information parents receive on how they can help their children to achieve individual targets and whole-school targets. The school shares information about IEPs well with parents of pupils with SEN.
119. The care pupils receive as they go to the canteen and when leaving at the end of the day is outstanding.
120. Reception class children settle down quickly, and feel happy and safe at school. Pupils who are admitted to the school for the first time later on receive good support from teachers and peers, as they get acquainted with the order of things in a new school, and begin to understand and use Welsh.
121. Arrangements for transferring Y6 to the secondary school, which include a number of visits as well as seeing the Christmas show, ensure that pupils are confident when changing school.
122. Pupils state that the staff are exceedingly caring and they praise highly the guidance they receive; they feel that they can talk easily to any one of the teachers. The 'Worry Box' is an outstanding feature of the provision, with teachers dealing with any problems immediately. Also the 'Waiting for a Friend' sign in the playground is an excellent means of ensuring that no child feels lonely during playtimes. A 'Kindness Trophy' is presented weekly to the pupil who has shown most kindness during the week.
123. The school provides clear information about alcohol and drug misuse, and there are suitable arrangements and a policy for sex education.
124. Suitable steps are taken to monitor attendance and punctuality. Misbehaviour is dealt with very effectively and there are extremely effective discipline procedures within the school.
125. The school has clear procedures which are well documented to ensure pupils' welfare and health and safety. School entrances are kept locked during the day and a fire drill is held regularly. Risk assessments are undertaken before taking pupils out of school.

126. Procedures for looking after pupils who feel unwell or have had an accident are effective and every teacher has received first aid training.
127. Staff have a good awareness of the detailed guidelines for child protection. Working arrangements are well established, with the head and one member of staff responsible for child protection.
128. The quality of the provision for additional learning needs is good. Effective use is made of standardised tests to recognise needs early. Pupils with SEN receive good support from a specialist teacher, class teachers, the teachers' aide and the assistant, to reach targets identified in the IEPs. Close links between home and school promote the progress of these pupils very effectively.
129. During the inspection no instances of bullying were seen, but suitable procedures are in place should the need arise.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 2 : good features and no important shortcomings

130. The inspection team's findings match the judgement made by the school in its self-evaluation report.
131. The school has clear aims and objectives; a sense of purpose, and team work is at the core of the school's success and is an outstanding feature.
132. The head is enthusiastic and gives clear leadership to the life of the school. All procedures are orderly and ensure that the school's life and work proceed effectively and that the school day operates efficiently.
133. Although there is no deputy, responsibilities are shared fairly between the three teachers. They are all knowledgeable about the school's arrangements and their curricular and management responsibilities.
134. Staff meetings are held regularly and are a platform for teachers to discuss whole-school matters. Lines of communication across the school are clear.
135. The school has a range of management policies which comply with statutory requirements.
136. Teachers have already developed their role as curriculum leaders by following a monitoring programme for learning and teaching. Records of their class visits indicate progress in their professional development; however, the process is not yet fully developed.

137. The staff development programme is appropriate to teachers' and pupils' needs. Teachers have attended suitable courses arranged by the LEA and by agencies such as Careers Wales. They have benefited from grants from the General Teachers' Council in Wales to promote professional development.
138. The school is innovative in introducing new initiatives which extends learning and teaching for example, when placing a clear focus on pupils' thinking skills and responding to the requirements of the future Foundation Phase.
139. Effective systems have been established for performance management and teachers' targets are used appropriately to develop the school.
140. Procedures for giving teachers planning and assessment time have been appropriately established and the staff and the GB have plans to revise these shortly.
141. The GB is very supportive of the school. Governors play a prominent role in determining spending obligations. They accept professional leadership from the teachers and they learn about school policies, the curriculum and teaching and learning by means of presentations from teachers. Their role with regard to visiting classes and taking a full part in the self-evaluation process, however is not developed sufficiently. They fulfil their statutory requirements.
142. Responsibilities, procedures and training for mentoring students on work experience are appropriate.
143. The SDP sets accurate priorities over a period of three years and it is appropriately costed; it is a document which leads the school forward effectively.

Key question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2 : Good features and no important shortcomings

144. The inspection team's findings match the judgement made by the school in its self-evaluation report.
145. A self-evaluation culture exists in the school; constant discussions amongst teachers foster this.
146. The current self-evaluation report identifies strengths, areas for development and the school's plans for improvement. The head drew up the document but staff contributed to the discussion and it was presented to the GB in order that governors could voice their opinions on its contents.
147. The inspection team agreed with the school's judgement in the self-evaluation report in five of the key questions. In two questions, the inspectors awarded a higher grade as the school had underestimated its effectiveness.

148. There is a clear link between the self-evaluation document and the other documents that have led the school's strategic management since the last inspection. An appropriate action plan was drawn up following the inspection; the timetable for developing the school further was followed and the school succeeded in moving all key issues forward. The current SDP has built effectively on this.
149. The school considers in depth the data which analyses the performance of other schools, locally, on a county basis and nationally in order to evaluate its performance.
150. Parents have had opportunities to complete a questionnaire giving their opinions on all aspects of school life. The school has responded to their ideas and views.
151. Pupils have opportunities through the School Council to express opinions and offer their ideas for possible improvements. They take pride in the fact that teachers take account of their ideas with regard to improving the school's environment.
152. Progress since the last inspection has been good.

Key question 7: How efficient are leaders and managers in using resources?

Grade 2 : good features and no important shortcomings

153. The inspection team's findings match the judgement made by the school in its self-evaluation report
154. There is a sufficient number of suitably qualified teachers to teach every aspect of the curriculum. The head has extensive experience. Although the staff's initial subject qualifications are similar, INSET ensures that they have sufficient knowledge to teach every aspect of the curriculum effectively. The beneficial effect of this training on teaching and learning can be seen in several areas.
155. Good use is made of specialist expertise, for example when teachers exchange classes in areas such as information technology.
156. The temporary teaching assistant contributes well to the quality of the provision for a pupil with SEN. An assistant also helps effectively in several areas with Y3 and Y4 pupils. The under-fives do not have an assistant owing to financial constraints.
157. Effective use is made of one teacher to work for a proportion of her time in providing good support for pupils with SEN. The athro bro and peripatetic music teachers make an effective contribution to extend pupils' skills.

158. The canteen staff have a good influence on the daily running of the school, and the standard of cleanliness of the buildings and grounds is good. The school does not receive administrative assistance.
159. Every member of staff has a suitable job description which defines duties clearly.
160. There are plenty of resources in the school; they are in good condition, and effective use is made of them. Every pupil at the school, including pupils with SEN, uses resources which reflect their needs, and this is improving the quality of the learning and the teaching.
161. Purchase of resources is in line with the priorities. Availability of resources is good. There is a sufficient quantity of them for creative and practical work, and effective use is made of the interactive whiteboards and computers. Effective use is also made of the toy library for under-fives.
162. The quality of the accommodation is good, and provides plenty of space for pupils. It is comfortable and safe with stimulating exhibitions decorating the walls. The school does not have a hall, but the canteen is regularly used for various activities, for example, assemblies. Also, regular and beneficial use is made of the village hall for physical education and practical activities.
163. The school has suitable play areas for the under-fives, and the playground has been appropriately marked for games for KS1 and KS2. The play hide-outs on the school grounds have been tastefully decorated; these places are safe and good use is made of them.
164. Although steps have already been taken to render the wall behind the school safe following a problem that appeared recently; the work has not yet been completed.
165. The GB has discussed changes to the building should the need arise to make provision for pupils and adults with physical disabilities.
166. Financial control is stringent. Subject co-ordinators are responsible for materials in their specific areas. Resources, including staffing, are reviewed constantly in order to ensure they are used effectively and efficiently. The head, GB and LEA monitor expenditure very effectively, with current expenditure ensuring the retention of the same number of staff, at least until the end of the financial year.
167. The school provides very good value for money.

School's response to the inspection

The findings of the inspection team recognise that progress since the last inspection has been good.

We are pleased that the inspectors found that our school is a caring community which provides education of a high standard for all pupils and gives very good value for money.

We are also happy that the inspectors found the standard of behaviour of our pupils to be exceptional, that they are courteous and considerate of others, that their attitude to their work is exceptional and that they respond enthusiastically to the good teaching and challenging work they receive.

In addition, we are pleased that the inspectors found that the quality of teaching at our school is a strength and a key element in the progress pupils make. This is shown by the fact that the quality of teaching was judged to be a Grade 1 in 56% and Grade 2 in 44% of lessons observed.

We are very pleased that the skill, dedication, sense of purpose and team-work which is at the core of our school's success have been recognised as outstanding features by the inspection team. In particular, this report confirms that we at Ciliau Parc School are achieving all our priorities and targets.

An action plan will be put in place to address the recommendations in the report. The first four areas to be developed in order to move our school forward i.e to continue to develop provision for key skills, assessment procedures, monitoring teaching and learning and the role of the Governing Body, have already been identified in our School Development Plan and our self-evaluation report; these documents also identify strategies for their development. We are happy that the inspectors found that our SDP sets accurate priorities, which leads our school forward effectively.

The Governing Body are already addressing the safety matter identified during the inspection and hope to resolve it in the very near future.

The Governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of School	Ysgol Ciliau Parc
School type	Community
Age-range of pupils	4-11 years
Address of school	Ciliau Aeron Lampeter Ceredigion
Post-Code	SA48 8BX
Telephone Number	01570 470 650

Headteacher	Miss Elaine Moore
Date of appointment	January 1993
Chair of Governors Appropriate Authority	Rev, John Emrys James
Registered Inspector	Mrs Eleri Betts
Dates of inspection	October 17th-19th 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	2	2	7	5	9	1	10	36

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	0	3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:12
Average class size, excluding nursery and special classes	12
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2005	96.5%	95.5%	93.6%	95.2%
Spring 2005	90%	93.3%	93.1%	92.1%
Autumn 2004	97.5%	94.3%	96.1%	96%

Percentage of pupils entitled to free school meals	2.78%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	5
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80%	In Wales	80%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	66.8%	In the school	83.3%
In Wales	71%	In Wales	71%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors who were present at the school for a total of five days; the registered inspector and the team inspector were there for two days each and the lay inspector for one day.
- The head was the nominee but the team did not include a peer assessor.
- Pre-inspection meetings were held with the parents and the GB to discuss the life and work of the school; eight parents attended the parents' meeting.
- Nine questionnaires were completed by parents and they were analysed in detail; 93% of them were positive.
- Discussions were held with the teaching staff.
- School documentation was examined as well as samples of pupils' work.
- 18 lessons or sessions were observed.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour during break times, lunchtimes and at the beginning and end of school sessions was observed.
- The inspectors attended the school's collective worship.
- Post-inspection meetings were held with the staff and the GB.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Eleri Betts Registered Inspector	Key Questions 1,3,5,6
Zohrah Evans Team Inspector	Key Questions 2,4,7
Gwilym Morris Lay Inspector	Contributions to Key Questions 1,3,4,7
Miss E Moore Head Nominee	Contributing information for all key questions.

Acknowledgement

The inspectors wish to thank the governors, the head, staff, pupils and parents of the school, as well the LEA for their co-operation during the inspection.

Contractors

Celtic Inspection Services Unit
UWIC
Cyncoed Road
Cardiff
CF23 6XD

**Inspection under Section 10 of the
Schools Inspections Act 1996**

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

A SUMMARY REPORT FOR PARENTS

Date of Inspection: October 17th-19th 2005

by

**Mrs Eleri Betts
W248/17717**

Date : December 14th 2005

Under Estyn contract number: T/029/05P

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Ysgol Ciliau Parc was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Ciliau Parc took place between October 17th and October 19th. An independent team of inspectors, led by Mrs Eleri Betts, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

List of Abbreviations in the Report in Alphabetical Order

ACCAC	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (Welsh Qualifications Curriculum and Assessment Authority)
EBP	Education and Business Partnership
GB	Governing Body
ICT	Information and Communications Technology
IEP	Individual Education Plan
INSET	In-Service Training
KS1	Key Stage 1
KS2	Key Stage 2
LEA	Local Education Authority
NC	National Curriculum
PSE	Personal and Social Education
SDP	School Development Plan
SEN	Special Educational Needs
Y	Year

Context

The nature of the provider

1. Ysgol Ciliau Parc is located in the village of Ciliau Aeron on the main road between Aberaeron and Lampeter in Ceredigion. It has been designated a Category A school by the LEA where pupils receive most of their education through the medium of Welsh. There are three classes at the school; two are on the ground floor and the classroom for Y5 and Y6 pupils is upstairs in rooms which once belonged to the old school house. As the school does not have a hall, the village hall and dining room are used for practical sessions, whole-school activities and collective worship.
2. The majority of pupils who are between four and 11 years of age come from the village itself and, although the locality is a rural, agricultural area, few of the present pupils come from an agricultural background. The area is considered to be neither prosperous nor economically disadvantaged.
3. Pupil numbers have decreased over the last few years. There are 36 pupils on the register at present; the majority of these are in KS2. Approximately 3% receive free school meals. About 61% come from homes where the main language spoken is English. One child is from an ethnic minority background and there are no pupils in the care of the Local Authority. There is no nursery provision at the school and the children transfer from a number of pre-school settings in the area. No pupil has been excluded during the last 12 months. Pupils represent the full range of ability; seven are on the SEN register and one is statemented.
4. The school was last inspected in Autumn 1999; it succeeded in achieving the Basic Skills Agency Quality Mark in July 2004.

The school's priorities and targets

5. The school's priorities and targets are to:
 - ensure that every child is happy and attains his/her true potential intellectually, physically, emotionally and socially;
 - help pupils develop lively inquiring minds, as well as the ability to question and discuss rationally and solve different types of problems logically;
 - foster in pupils an interest in and knowledge of skills in literacy, numeracy, science, information technology and the world around them;
 - teach the children to work co-operatively with one another and create a feeling of tolerance in every child towards other children and people whatever their background, colour or religion;
 - create an awareness and an appreciation of community, language, culture and environment and ensure that Welsh heritage is presented to every child;
 - provide children with the concept of moral values;

- create an awareness in children of the need for personal hygiene, politeness and courtesy and try to foster self respect towards others and develop sound attitudes and values;
- teach the children about the Bible and Christian beliefs;
- work closely with parents and the community for the children's benefit;
- ensure that every child takes part in various physical and aesthetic activities in order to develop individual talents and skills.

6. The school's current priorities and targets are to:

- continue to develop pupils' key skills;
- continue to raise standards in Welsh for a small number of pupils in both key stages;
- revise the school's assessment procedures;
- continue to develop close relationships with the local school cluster;
- develop the GB's role in classroom observation;
- improve pupils' average attendance;
- continue to develop the School Council's responsibilities and gain an Eco award for the school;
- revise child protection guidelines.

Summary

7. Ysgol Gynradd Ciliau Parc is a caring community where every pupil, of whatever age, gender, ability and needs has equal opportunities. Teachers work effectively as a team and they know their school and pupils well. The education provided at this school is of a high standard.
8. The inspection team agreed with the school's judgement in the self-evaluation document in five of the key questions; in two questions the inspectors awarded a higher grade as the school had underestimated its effectiveness.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

9. The general quality of provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
10. Pupils across KS1 and KS2 make good progress and generally achieve good standards. Pupils with SEN make appropriate progress and reach their potential; the statemented pupil is making outstanding progress.
11. In teacher assessments at the end of KS1, results in 2005 and over the previous three years compare favourably in mathematics and science with local, county and national statistics and comparable schools. In Welsh, results are more varied as a number of pupils who are often not Welsh speaking transfer to the school late during the key stage. In KS2 national test results over the last three years are similar or higher than the percentages for comparable schools and local, county and national ones. Generally, they are higher in English, mathematics and science whilst in Welsh, they are more varied.
12. Bilingual skills develop well and the school achieves the aim that the pupils, who receive a substantial proportion of their education at the school, develop into bilingual individuals.
13. In key skills for under-fives and KS1 pupils, ICT skills are good with outstanding features. There are good features and no important shortcomings in listening, speaking, reading and writing skills, but in numeracy, good features outweigh shortcomings.
14. In KS2, pupils' ICT skills are good with outstanding features. There are good features and no important shortcomings in speaking in English, and in listening, reading and writing in both languages. In Welsh good features outweigh shortcomings in speaking; pupils' eagerness and their consistent use of Welsh when working in pairs and groups in Welsh-medium lessons are less effective. Also in numeracy good features outweigh shortcomings.
15. Pupils' awareness of equal opportunities is outstanding; they understand the need to respect everyone whatever their race, colour, dress or creed.
16. Pupils develop consistently good personal and social skills. They work well together in pairs and groups. They accept various responsibilities, which include taking decisions about creating play hide-outs on the school's grounds. Reception-age children develop good independent and co-operative play skills.
17. The vast majority of pupils attend regularly; over the last three terms the average attendance figures are approximately 95%. No pupils were seen arriving late during the inspection; they are keen and happy to arrive at school on time. It is a matter of concern however for teachers that a number of parents take holidays and withdraw their children from school for periods of time.

18. The standard of pupils' behaviour and their attitudes to their work are outstanding. They display a high level of self-discipline together with support for one another as they go about their work in the building and when playing on the school grounds. They are courteous and considerate towards others and they show respect towards adults; they are aware of the school's high expectations and behaviour rules and follow them carefully. They thank their teachers constantly.

The quality of education and training

19. In lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
56%	44%	-	-	-

20. The quality of teaching is a strength, and a key element in the progress pupils make. In all lessons, it is at an appropriate level, with a relevant focus, clear aims and objectives and good planning. Effective use is made of resources, and the exceptionally good relationship between teachers and pupils fosters effective learning.
21. The quality of teaching for pupils with SEN is consistently good. The withdrawal support for individuals and groups is consistently effective. Teaching for under-fives and KS1 is consistently good, and teaching in KS2 is good with outstanding features in the majority of lessons seen.
22. Assessment systems are used effectively to plan and improve learning. A policy and procedures are being re-structured by the cluster group of schools at present, in order to track individual's progress more effectively; the new system is not fully operational as yet.
23. Assessment meets statutory requirements, including for pupils with SEN. Assessment undertaken with under-fives, including baseline assessments, is effective. In KS1 and KS2, work in core subjects is assessed termly and foundation subjects are assessed annually. Detailed records are kept of every pupil's progress and work is marked regularly.
24. Reports to parents comply with statutory requirements; they present a clear and honest picture of each pupil's achievements and skills in every area.
25. Curricular provision across the school is broad and balanced, and complies with statutory requirements. Schemes of work for all areas of learning for under fives and NC subjects and religious education in KS1 and KS2 are appropriate.
26. Opportunities for key skills are indicated in teachers' planning. No review of all the provision has yet been undertaken in order to ensure that planning is effective and provides balance and progression in all skills across the school.
27. The school has responded well to ACCAC guidelines for PSE. Pupils have formal and informal opportunities during circle time to discuss emotions and

feelings, to see the advantages of having friends, and to learn that bullying is unacceptable.

28. Pupils' awareness of citizenship is developing well, especially through School Council activities where they have an opportunity to make decisions and represent others. They understand the importance of recycling and healthy living and they develop an awareness of the world of work.
29. Provision for the cwricwlwm Cymreig is good and often exceptional. The local community is used appropriately as a starting point to establish an awareness of Welshness and the heritage of Wales. Pupils' understanding of the importance of respecting diversity is good.
30. Spiritual, moral and social development is good and often exceptional. There is a spiritual atmosphere in the whole school collective worship, moral messages are shared regularly and older pupils' social awareness is developed effectively for example, when they are encouraged to look after the youngest pupils.
31. Provision for extra-curricular activities is good. Visits to the community and beyond contribute effectively to curricular provision.
32. Provision for homework complements and extends class work, and parents are happy with the frequency and suitability of the work set.
33. Links are good with the cluster of schools that feed the comprehensive school to which pupils transfer at eleven years of age and with the comprehensive school itself.
34. Partnership with parents is good. A number offer their expertise to help the school and the school's Parents' Association is hard-working and contribute much financially.
35. The school plays a full part in the community and it has good links with the resources of the local agricultural industry.
36. The quality of care, support and guidance offered to pupils is consistently good with a number of outstanding features. The school works very well with the LEA and effective use is made of a range of external agencies. The exceptionally good relationship between the school and the police and the local nurse promote pupils' health and safety in a positive manner.
37. The home/school agreement is a means of furthering good understanding between parents and the school regarding expectations. The school shares information about IEPs well with parents of pupils with SEN.
38. Pupils in the reception class settle down quickly and feel happy and safe in the school. Arrangements for Y6 transfer to the secondary school ensure that pupils are confident when changing schools.

39. Pupils say that the staff are exceedingly caring and they praise greatly the guidance they receive; they feel that they can talk easily with any one of the teachers.
40. Appropriate steps are taken to monitor attendance and punctuality. Misbehaviour is dealt with very effectively and there are exceedingly effective discipline arrangements at the school to deal with instances of misbehaviour.
41. The school has clear procedures which are fully documented to ensure pupils' welfare and safety in the building. Procedures for looking after pupils who feel unwell or have had an accident are effective and every teacher has received first aid training. Staff have a good awareness of the detailed guidelines for child protection. During the inspection no instances of bullying were seen, but there are suitable procedures in place should the need arise.
42. The quality of the provision for additional learning needs is good. Pupils with SEN receive good support from a specialist teacher, class teachers, the teachers' aide and the assistant, to achieve targets identified in the IEPs. Close links between home and school promote these pupils' progress very effectively.

Leadership and management

43. The school has clear aims and objectives; a sense of purpose and team work is at the core of the school's success, and is an outstanding feature. The head is enthusiastic and gives clear leadership to the life of the school. Lines of communication are clear. The school is pro-active in introducing new initiatives which promote effective learning and teaching. Management policies comply with statutory requirements.
44. Teachers have developed their role as curriculum leaders by following a learning and teaching monitoring programme. However, the process is not yet fully developed.
45. The staff development programme is appropriate to teachers' and pupils' individual needs. Effective systems have been established for performance management and the procedures for giving teachers planning and assessment time have been appropriately established.
46. The GB is very supportive of the school and fulfils its statutory requirements. Governors play a prominent role in determining spending obligations. However, their role with regard to visiting classes and taking a full part in the self-evaluation process has not developed sufficiently.
47. The SDP sets accurate priorities over a period of three years and is appropriately costed; it is a document which leads the school forward effectively.
48. A self-evaluation culture exists in the school; constant discussions amongst the teachers promote this. The current self-evaluation report identifies strengths,

areas for development and the school's plans for improvement. Progress since the last inspection has been good.

49. The school gives careful consideration to data which analyses the performance of other schools, locally, on a county basis and nationally, in order to evaluate its performance.
50. Parents have had opportunities to complete a questionnaire giving their opinions on all aspects of school life. The school has responded to their ideas and their views.
51. Pupils have opportunities through the School Council to express opinions and offer ideas for possible improvements. They take pride in the fact that teachers take account of their ideas with regard to improving the school's environment.
52. There is a sufficient number of suitably qualified teachers to teach every aspect of the curriculum.
53. Good use is made of specialist expertise for example when teachers exchange classes in areas such as information technology.
54. The temporary teaching assistant contributes well to the quality of the provision for a pupil with SEN. An assistant also helps effectively in several areas with Y3 and Y4 pupils. The under-fives do not have an assistant owing to financial constraints. Effective use is made of one teacher who works for a proportion of her time to provide good support for pupils with SEN.
55. The school has a sufficient quantity of resources; they are in good condition and effective use is made of them. Every pupil at the school, including those with SEN, uses resources which are suitable for their needs, and this improves the quality of learning and teaching.
56. Resources are purchased in line with priorities. Availability of resources is good.
57. The quality of the buildings is good, with plenty of space for pupils. The accommodation is comfortable and safe with stimulating displays decorating the walls.
58. The school has suitable play areas for the under-fives, and the playground has been appropriately marked for games for KS1 and KS2 pupils.
59. Although steps have already been taken to render the wall behind the school safe following a problem that appeared recently, this work has not yet been completed.
60. The GB has discussed the necessary changes to the building should the need arise to make provision for pupils and adults with physical disabilities.
61. Financial management is stringent and provides very good value for money.

Recommendations

In order to move the school forward, the staff and the GB need to:

- R1: continue to develop the provision for key skills
- a) by encouraging pupils who work in pairs and groups to discuss consistently in Welsh in Welsh-medium lessons:
 - b) extend the use of numeracy across the curriculum;
- R2: continue to develop the school's assessment arrangements:
- R3: develop further the arrangements for monitoring learning and teaching:
- R4: develop further the role of the GB in the self-evaluation process and in curricular matters.
- R5: ensure that the safety matter noted during the inspection receives urgent attention.

R1(a) R2 R3 and R4 are identified as matters for development in the SDP and the Self-Evaluation Report.

Acknowledgement

The inspectors wish to thank the governors, the head, staff, pupils and parents of the school, as well the LEA for their co-operation during the inspection.