

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Cilcennin C.P. School
Cilcennin
Llanbedr Pont Steffan
SA48 8RH**

School Number: 6672284

Date of Inspection: 19/09/07

by

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Date of Publication: 21st November 2007

Under Estyn contract number: 1103307

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Cilcennin C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Cilcennin C.P. School took place between 19/09/07 and 21/09/07. An independent team of inspectors, led by William Edward Williams 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

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 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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 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

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Context

The nature of the provider

- 1 Ysgol Cilcennin is a community primary school which serves the village and the surrounding rural area. The area is described as one which is neither prosperous nor economically disadvantaged. Approximately 20% of pupils have the right to receive free school meals which is slightly higher than county and national percentages.
- 2 Children are admitted to school on a full-time basis in the term following their fourth birthday. At present, there are 19 full-time pupils on the school roll.
- 3 The school is organised into two classes, one for four to seven-year-old pupils and the other for seven to eleven-year-olds. They are taught by two full-time teachers and one part-time teacher.
- 4 In accordance with the Local Education Authority's (LEA) policy, Welsh is the main medium of the school's life and work. Although only 10% of pupils speak Welsh at home, the school's aim is to teach every pupil so as to enable them to communicate fluently in Welsh and English by the time they transfer to the secondary school. No pupil comes from an ethnic background.
- 5 In the school's judgement, the attainment of most pupils is generally good when they start at school. Approximately 15% of pupils have additional educational needs (AEN) which is slightly lower than county and national percentages. No pupil has a statement of additional learning needs.
- 6 There have been significant changes in the school's leadership during the last year. Since September 2006, a nearby headteacher has responsibility for the leadership and general management of the school whilst a member of the teaching staff has been responsible for day-to-day matters. This is only an interim arrangement.
- 7 For one day a week, pupils from Cilcennin, along with pupils from two other schools, work together at Ysgol Llannon. This arrangement allows pupils to socialise and learn together with peers, and for teachers to share their curriculum expertise. Some of the lessons for children under five, geography and music were inspected under these arrangements.
- 8 The school was last inspected in the autumn term, 2001.

The school's priorities and targets

- 9 Cilcennin's main aims are to:
 - ensure that each child develops to the limits of his/her ability;
 - create a happy, family and Welsh atmosphere which fosters moral and personal values, respect for religious values and tolerance of other races and religions;
- 10 The school's priorities and targets for the period 2007-08 include:
 - improving results at the end of both key stages in order to ensure that they are higher than local and national averages;

- continue to develop assessment for learning and to develop pupils' ability to learn more independently;
- maintain, monitor and develop the school's self-evaluation systems;
- increase governors' knowledge of the school's performance in their areas of responsibility.

Summary

- 11 Common principles and values are shared by teachers, governors, parents and pupils. The school succeeds in creating a pleasant learning environment which encourages pupils to learn and to take care of one another.
- 12 The staffing situation has been very uncertain during the past two years and this has hindered the school's arrangements in preparing for the inspection. Although there are a number of advantages in the present management arrangements, by the time of the inspection they had not been in existence for a sufficiently long time to have significantly influenced the school's development.
- 13 The school's judgement in its self-evaluation report corresponds to the inspection team's judgement in four out of the seven key questions. To a considerable extent, the different judgements in three of the key questions is attributable to the present management situation of the school.
- 14 The school has made good progress in tackling three of the seven Key Issues that were noted in the 2001 report. However, raising standards in design and technology, geography and physical education remains a priority as well as the need to formalise procedures for monitoring standards in the subjects across the school.

Table of grades awarded

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

Standards

15 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	69%	31%	0%	0%

16 Pupils' standards in the lessons observed are slightly higher than Welsh Assembly Government (WAG) standards for 2007, namely that 98% of standards should be Grade 3 or better and 65% Grade 2 or better.

17 Under-fives' standards of achievement are as follows:

Learning area	Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical Development	Grade 2
Creative development	Grade 2

18 The general quality of the educational provision for under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

19 Standards of achievement in areas of the learning and the subjects inspected are as follows:

Learning area	Key stage 1	Key stage 2
Design technology	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 3	Grade 3

20 Pupils with additional learning needs make good progress towards achieving the targets set for them.

21 The communication and mathematical skills of pupils of all ages are good. They apply these skills effectively to support their work in a good variety of curricular contexts.

22 Good progress is observed in key stage 1 (KS1) pupils' ability to use information and communications technology (ICT) as a tool for learning, but key stage 2 (KS2) pupils' skills have not developed sufficiently in some aspects of the work.

23 Pupils make good progress in their bilingual competency as they move upwards through the school. By the end of KS1, the vast majority can speak, read and write well in Welsh and English.

24 The cohorts of pupils assessed at the end of both key stages during the last three years were small, and performance varied substantially from one year to the next. During this period, results in mathematics and science were almost without exception amongst the upper 25% of schools with a similar percentage of pupils entitled to free school meals. Results for Welsh are not so consistently high.

- 25 The vast majority of pupils progress two levels between the two key stages, and there is no significant difference between the performance of girls and boys.
- 26 Pupils make good progress in their learning and in their personal and social skills. They work productively in lessons, and they persevere and respond enthusiastically to questions.
- 27 Pupils are very ready to accept responsibilities and to co-operate with others. They respect one another's opinions, and they treat everyone in an honest and sincere manner. Their behaviour is consistently good.
- 28 Pupils' ability to work independently and make their own decisions with regard to their learning is a prominent feature in every class.
- 29 Pupils' understanding and knowledge of their community and of the world of work is developed effectively by means of educational visits and close co-operation with a number of local organisations.
- 30 Pupils of all ages have good creative skills. Pupils of all ages show ability and originality in role play situations, and in music, design and technology and physical education lessons.
- 31 Taken overall, pupils throughout the school respect diversity in faiths, attitudes and other cultural and social traditions. They have a good awareness of matters of equal opportunities.
- 32 The school's average attendance during the last three full terms is 93% which is comparable to the national percentage. Pupils' punctuality is good.

The quality of education and training

- 33 The quality of education was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	50%	50%	0%	0%

- 34 The percentage of teaching which is good or better is lower than the national picture as reported by Her Majesty's Chief Inspector of Schools in her annual report for 2005-2006. Nationally, the quality of education is good or better (Grades 1 and 2) in 79% of lessons.
- 35 There is a good working relationship between pupils and teachers. Everyone is treated fairly and there are high expectations with regard to self-discipline from everybody.
- 36 Pupils receive good support as they undertake their tasks and teachers monitor the work constantly.
- 37 Lessons are presented in a knowledgeable and imaginative manner. Good opportunities are given for pupils to develop their bilingual skills.
- 38 Where there are shortcomings in the teaching, lessons lack pace and teachers' presentations are too long. In a small number of lessons, work is insufficiently challenging to extend all pupils.

- 39 Arrangements for assessing and recording pupils' progress are good. At all ages, pupils' progress is assessed and recorded in detail, and the information is effectively used when planning for their needs.
- 40 Annual reports are of a good standard and are much appreciated by parents.
- 41 The education provided by the school meets the needs of the full range of pupils and offers a broad, balanced and differentiated curriculum. It complies fully with legal requirements.
- 42 The curriculum is presented by means of appropriate policies and schemes of work, and appropriate attention is given to the basic and key skills. Pupils' bilingual skills and the Cwricwlwm Cymreig are promoted well through all curriculum subjects.
- 43 Pupils' experiences are well promoted by a good range of extra-curricular activities and educational visits. These experiences enrich the curriculum and contribute effectively to pupils' personal and social development.
- 44 Homework assignments which are provided, reinforce pupils' learning well, and give prominence to parental contribution.
- 45 There is good provision for promoting pupils' personal and social education. They have frequent opportunities to discuss emotions, feelings and relationships with others.
- 46 Pupils' spiritual, moral, social and cultural development is promoted well. The regular opportunities they have to raise money for different charities contribute well towards furthering their responsibilities as world citizens.
- 47 The School Council appreciates the opportunities it has to influence matters which affect pupils' daily lives in school. The members are enthusiastic and understand their role as representatives of their fellow pupils.
- 48 The good partnership the school has with parents was reflected in parents' positive responses in the questionnaire and in the pre-inspection meeting. They appreciate the work of the school and are active in raising considerable sums of money for the school fund.
- 49 Pupils and teachers benefit substantially from the clustering arrangements with other local schools and also from the close co-operation between primary schools in the catchment area. The school has good pastoral and curricular links with the local high school.
- 50 There are strong links between the school and the local community and there is good co-operation with a number of local businesses. Even so, little attention is given to the development of enterprise and entrepreneurial skills.
- 51 Good opportunities are given for pupils to develop an awareness of the importance of sustainable development and the need to care for the environment. The school acts in a sustainable manner and has already won the Eco Schools' Bronze Award.
- 52 The school is a happy community with a caring and friendly ethos. All staff know their pupils very well and provide them with good quality personal and educational guidance.
- 53 The high standard of the school's care procedures and pastoral arrangements is a prominent strength. A wide range of policies has been adopted for this aspect and the procedures are clear to everyone.

- 54 Effective use is made of LEA support services, and close cooperation is seen with parents in matters relating to the welfare and care of their children.
- 55 There are good arrangements for welcoming pupils when they start school, whether they be nursery children or other pupils such as latecomers.
- 56 The policy and procedures for child protection are clear to all. The headteacher-in-charge has general responsibility and he receives appropriate advice and support from external agencies.
- 57 The school has appropriate arrangements for encouraging and enabling learners to be healthy. High priority is given to the promotion of healthy eating during snacks and meals and pupils are given good opportunities to improve their fitness level.
- 58 Provision for identifying, assessing and supporting pupils with additional learning needs is good. Suitable targets are set for them and their progress is regularly reviewed. This enables pupils to make good progress in their learning.
- 59 Positive attitudes are fostered amongst pupils towards matters such as respecting diversity and promoting equality on the basis of race, background and gender.
- 60 The school is committed to ensuring that no pupil is disadvantaged and there is appropriate provision for learners who have physical disabilities.

Leadership and management

- 61 There is a productive relationship between the headteacher-in-charge and the school governors and this has led to effective co-operation and continuity and progression in the pupils' education. The headteacher receives strong support from the teacher-in-charge.
- 62 The headteacher-in-charge pays good attention to management issues in the school, but has not yet established effective self-evaluation arrangements for monitoring the quality of the education and raising pupils' standards of achievement.
- 63 The governors know the school well and play an active role in its development. Although individuals visit the school regularly, their monitoring and evaluation role is not fully developed.
- 64 Good opportunities are provided for pupils to contribute to the school's self-evaluation through the School Council, but there are no formal arrangements for seeking parents' opinions of the school.
- 65 The summary self-evaluation report provided for the inspectors before the inspection was clear and readable although it did have shortcomings in some sections.
- 66 The School Development Plan is a useful tool for giving direction to the school's work, and there are good links between it and the outcomes of the self-evaluation report.
- 67 There is sufficient number of teachers with appropriate qualifications to teach every aspect of the curriculum. They have contemporary knowledge of curricular requirements and receive good support from LEA advisers.
- 68 There is a good supply of resources especially for information and communications technology. They are of good quality and are convenient to use.

- 69 The school's buildings and grounds are of good quality and the classrooms and other areas are welcoming and colourful. Teachers and pupils make effective use of all the school's buildings.
- 70 The budget is effectively administered by the headteacher and expenditure is regularly monitored. The school gives value for money.

Recommendations

71 The school needs to:

- R1. raise standards in design and technology and information technology in KS2, and standards of music and physical education in both key stages, and to respond to the other shortcomings noted in the report;
- R2. develop the strategic role of the headteacher with regard to raising pupils' standards of achievement and raising the standard of educational provision;
- R3. *strengthen self-evaluation arrangements as a tool for raising pupils' standards of achievement; and
- R4. develop further the governing body's monitoring and evaluation role.

* Priority in the 2007-08 Development Plan.

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.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

- 72 The inspection team's findings match the school's judgement in its self-evaluation report.
- 73 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	69%	31%	0%	0%

- 74 Pupils standards in the lessons observed are slightly higher than Welsh Assembly Government (WAG) targets for 2007, namely that 98% of standards should be Grade 3 or better and 65% Grade 2 or better.
- 75 Under fives' standards of achievement are as follows:

Learning area	Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical Development	Grade 2
Creative development	Grade 2

- 76 The general quality of the educational provision for under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 77 Standards of achievement in the areas of learning and the subjects inspected are as follows:

Learning area	Key stage 1	Key stage 2
Design technology	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 3	Grade 3

- 78 Pupils with additional learning needs make good progress towards achieving the targets set for them.
- 79 Under-fives' and key stage 1 and 2 pupils' communication skills are good. Pupils listen intently and are eager to contribute in class discussions. As they progress through the school, pupils develop to become confident readers and writers.
- 80 Pupils of all ages have good mathematical skills. They are confident when dealing with mathematical problems and can apply their skills to different situations.

- 81 Good progress is observed in key stage 1 pupils' ability in using information and communications technology as a tool for learning, but key stage 2 pupils' skills have not developed sufficiently in some aspects of the work.
- 82 Throughout the school, pupils make good progress in their ability to use Welsh in their learning. By the end of Key stage 1, the vast majority are sufficiently competent to speak, read and write in Welsh and English.
- 83 The cohorts of pupils assessed at the end of both key stages during the last three years were small, and performance varied substantially from one year to the next. During this period, results in mathematics and science in both key stages were almost without exception amongst the upper 25% of schools with a similar percentage of pupils entitled to free school meals. Results for Welsh are not so consistently high.
- 84 The percentage of key stage 1 pupils who attain Level 3 and key stage 2 pupils who attain Level 5, compares well with national performance. The vast majority of pupils progress two levels between the two key stages and there is no significant difference between the performance of girls and boys.
- 85 Pupils make good progress in their learning and personal and social skills. They have positive attitudes to learning, they work productively in lessons and persevere and concentrate on their tasks for extended periods. They respond enthusiastically to questions and they undertake their tasks without delay.
- 86 Pupils of all ages have good creative skills. Pupils of all ages show ability and originality in role play situations, and in music, design and technology and physical education lessons.
- 87 Pupils are very ready to accept responsibilities and are generous in their support to local and national charities.
- 88 Pupils' ability to work co-operatively with others is good. They respect one another's opinions, listen to different points of view and come to an agreed judgement before moving on with the task in hand. They show honesty, sensitivity and fairness in all their dealings with one another.
- 89 Pupils of all ages behave responsibly and courteously, and they show consideration for one another. Older pupils are very caring towards the youngest pupils and they show high levels of self-discipline. This responsible aspect has a positive effect on the progress they make and on the quality of their learning.
- 90 From early years onwards, pupils make good progress in their ability to work independently and to make decisions about their learning. Their ability to evaluate their own work is developing appropriately.
- 91 Throughout the school, pupils respect a variety of creeds, aspects and other cultural and social traditions. They have a good awareness of equal opportunities issues.
- 92 Pupils' understanding and knowledge of their community and of the world of work is developed effectively through educational visits and close co-operation with a number of local organisations.
- 93 The school's average attendance during the last three full terms is 93% which is comparable to the national percentage. Pupils' punctuality is good.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

94 The inspection team's findings are different to the Grade 2 judged by the school in its self-evaluation report. The school did not have sufficient direct evidence with regard to the quality of teaching when allocating this key question a grade.

95 The quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	50%	50%	0%	0%

96 The percentage of teaching which is good or better is lower than the national picture as reported by Her Majesty's Chief Inspector of Schools in her annual report for 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79% of lessons.

97 The good working relationship and the obvious respect that exists between pupils and teachers foster effective learning. Everyone is treated fairly and there are high expectations from everybody with regard to self-discipline.

98 Teachers succeed well in motivating and sustaining pupils' interest during lessons. They provide a high level of support for every pupil and organise and control their classes effectively.

99 Teachers meet pupils' linguistic needs effectively and plan good opportunities for them to develop and use their bilingual skills.

100 Lessons are presented in a knowledgeable and imaginative manner, explanations are clear and the questioning is searching. Lesson aims are shared with pupils and the plenary session is effectively used for reviewing and assessing progress.

101 Good opportunities are provided, especially in key stage 1, for pupils to plan and organise their work and to work independently.

102 Where there are shortcomings in the teaching, lessons lack pace and presentations are too long. In a small number of lessons, work is insufficiently challenging to extend all pupils.

103 Arrangements for assessment and recording pupils' progress are good.

104 Under-fives' progress is assessed and recorded in detail. Each individual's development is carefully monitored and the information is effectively used when planning for their needs.

105 There are comprehensive arrangements in key stages 1 and 2 for assessment and the recording of pupils' progress in National Curriculum areas. Teachers' continuous assessments as well as the results of standardised tests are appropriately analysed. Effective use is made of the information to track each pupil's progress and to set personal targets for them.

106 The assessment records that are kept are manageable and give teachers a clear picture of pupils' achievements and what needs to be done to help them improve.

- 107 Pupils' work is marked regularly and in key stage 1 the process is used effectively to help pupils improve. The quality of marking is not as consistent in key stage 2.
- 108 Annual reports to parents comply with statutory requirements. They are of good quality and include useful information about pupils' progress in every subject as well as comments about their personal and social development. Parents appreciate them greatly.

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

- 109 The inspection team's findings match the school's judgement in its self-evaluation report.
- 110 The education provided by the school meets the needs of the full range of pupils and offers a broad, balanced and differentiated curriculum. It complies fully with legal requirements.
- 111 The curricular policies and the schemes of work comply with curricular requirements. A number of them have been revised recently by the schools in the cluster, and others are in the process of being further refined.
- 112 The development of basic and key skills is broadly indicated in teachers' planning and on the whole, they are developed well.
- 113 Curriculum provision as well as the school's day-to-day activities, foster pupils' bilingual skills well. Provision for the Cwricwlwm Cymreig is generally good and permeates through all curriculum subjects.
- 114 Pupils' learning experiences are well supported by a range of extra-curricular activities. The number of visits arranged including residential visits, enrich the curricular areas and contribute effectively towards pupils' personal and social development. The curriculum is further reinforced by beneficial visits to the classrooms by members of the community.
- 115 There is a clear homework policy which is implemented consistently throughout the school. The tasks provided reinforce pupils' learning and give a prominent place to parents' contributions.
- 116 The provision for fostering pupils' personal and social education is integrated into the school's curriculum. Circle time periods, where pupils gather together to discuss emotions and feelings, contribute well to their personal development.
- 117 Pupils' spiritual, moral, social and cultural development is promoted well through the variety of experiences offered to pupils. Pupils' spiritual development is appropriately developed through collective worship sessions and the close links with the local chapel and church.
- 118 Arrangements for daily collective worship comply fully with statutory requirements.
- 119 The numerous opportunities that pupils have to raise money for different charities contribute well to raising their awareness of their responsibilities as citizens of the world.

- 120 The members of the School Council appreciate the opportunities they have to influence matters that affect their daily lives in school. Members are enthusiastic and understand their role as representatives of their fellow pupils.
- 121 There is a good partnership with parents, and this was reflected in parents' positive responses in the questionnaire and in the pre-inspection meeting. Parents appreciate the work of the school and are active in raising substantial sums of money for the school fund.
- 122 There is effective and consistent communication between school and parents.
- 123 Pupils and teachers benefit substantially from the clustering arrangements with local small schools and also from the close co-operation between primary schools in the catchment area. The school has good pastoral and curricular links with the local high school.
- 124 There are strong links between the school and the local community. Residents of the village respond well to events and celebrations at the school.
- 125 Although there is good co-operation with a number of local businesses, little attention is given to the development of pupils' enterprise and entrepreneurial skills.
- 126 All pupils, regardless of ability, background or gender, have equal access and opportunities to all activities.
- 127 Good opportunities are provided to foster pupils' awareness of sustainable development, environmental matters and conservation. They take an active part in a local conservation project, and play a prominent role in the school's recycling arrangements. The school acts in a sustainable manner and has already won the Eco-Schools Bronze Award.
- 128 Pupils' experiences across the curriculum enable them to gain a range of skills which are valuable for lifelong learning. Good opportunities are provided for them to develop their problem-solving skills and to manage their own learning.

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

Grade 2: Good features and no important shortcomings

- 129 The inspection team's findings match the school's judgement in its self-evaluation report.
- 130 The school is a happy community with a caring and friendly ethos. Staff know their pupils very well and provide them with good quality personal and educational guidance. The pupils confirm that they can turn to members of staff for help and guidance when needed.
- 131 The school plans and manages care procedures well and the standard of pupils' pastoral care is an obvious strength. A wide range of policies has been adopted for this aspect and the procedures are clear to everyone.
- 132 Effective use is made of the LEA's support services and there is close co-operation with parents in matters effecting their children's care and welfare.
- 133 There are good arrangements for welcoming pupils when they enter school as newcomers. The nursery handbook includes useful information to help new children settle down in the school's environment. Those who come as latecomers receive good support from staff and pupils.
- 134 There are appropriate procedures to ensure that pupils' attendance, punctuality and behaviour are carefully monitored.
- 135 The policy and the procedures for child protection are clear to all. The headteacher-in-charge has general responsibility and receives appropriate support from external agencies.
- 136 Personal and social education is well established. Through the School Council the pupils have good opportunities to develop their awareness of citizenship, the importance of democracy as well as the right to express opinions about a number of aspects of school life.
- 137 The school has appropriate arrangements for encouraging learners to be healthy. High priority is given to promoting healthy eating during snacks and mealtimes, and good opportunities are provided for pupils to improve their fitness level.
- 138 Pupils with additional learning needs are identified and assessed early and there are effective systems for supporting their education. The arrangements meet with the requirements of the Code of Practice.
- 139 Individual education plans for these pupils include clear and concise targets. There are opportunities for parents to take part in the process of reviewing them.
- 140 Positive attitudes are fostered amongst pupils towards matters such as respecting diversity and promoting equality on the basis of race, background and gender. All pupils are fully integrated into the work and life of the school. This judgement was fully supported by pupils during their discussions with inspectors.
- 141 The school is committed to ensuring that no pupil is disadvantaged. There is appropriate provision for a learner who has a physical disability, and an Accessibility Policy as well as a Disability Equality Policy have been adopted by the governing body.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 142 The inspection team's findings differ from the Grade 2 awarded by the school in its self-evaluation report. In designating a grade to this key question, the school did not give sufficient consideration to the link between pupils' standards of achievement and quality of leadership.
- 143 There is a productive working relationship between the headteacher-in-charge and the school's governors, and this has led to effective co-operation and continuity and progression in the pupils' education. Common values with regard to behaviour and relationships are shared by staff, governors and parents.
- 144 The headteacher receives strong support from the teacher-in-charge. She knows the school and its needs well and ensures that it runs smoothly on a day-to-day basis. Communication with parents is good.
- 145 The headteacher-in-charge pays good attention to management issues in the school, but has not yet succeeded in establishing effective strategies for monitoring the quality of education and raising pupils' standards of achievement.
- 146 Each member of the teaching staff undertakes a good share of curricular and management responsibilities but there is scope to develop further their monitoring and evaluation roles.
- 147 Equal opportunities is promoted for all in the school. The opinions of staff are considered before making key decisions and opportunities are given for the School Council to express their opinions on matters which have a direct bearing on school life.
- 148 Appropriate attention is paid to national and local priorities. The school has gained the Basic Skills Agency Quality Mark, as well as the Eco-School Bronze Award and it has begun to examine strategies for developing pupils' learning skills further.
- 149 Strategy for setting end of stage targets are effective. The school's targets are appropriately challenging and are based on the prospective performance of individual pupils.
- 150 There are appropriate arrangements for managing and monitoring staff performance. Performance management arrangements are implemented in accordance with requirements and the information gathered is used for planning the further professional development of the teachers.
- 151 The school acts effectively in order to fulfil the requirements to reduce teacher workload and has responded appropriately to the requirements of workforce remodelling.
- 152 The governors know the school well and play an active role in its development. They have a good knowledge of the school's policies and priorities and they fulfil their role as a critical friend to the headteacher very effectively. Although individual governors visit the school regularly, their monitoring and evaluation role is not fully developed.
- 153 The governors discharge their legal duties fully.

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

Grade 3: Good features outweigh shortcomings

- 154 The inspection team's findings differ from the school's judgement in its self-evaluation report as the school has awarded this key question Grade 2. The school's evaluation of the six subjects was not sufficiently perceptive to establish that there were shortcomings in four of the subjects.
- 155 The headteacher and the staff have appropriate knowledge of some aspects of the school's performance but there are no clear procedures for evaluating standards of achievement and the quality of teaching in lessons. Analytical use is made of pupils' performance data in order to evaluate standards and set targets for pupils.
- 156 The school's judgement in its self-evaluation report matches the inspection team's judgement in four of the seven key questions. To a considerable extent, the different judgements in three of the key questions where the inspection team awarded a lower grade, is attributable to the present management situation of the school.
- 157 Although opportunities are provided for pupils to contribute to the school's self-evaluation through the School Council there are no formal arrangements for seeking parents' opinions of the school.
- 158 The summary self-evaluation report provided for the inspectors before the inspection was generally good although it did have shortcomings in some sections. The report is clear and readable.
- 159 The School Development Plan is a useful tool for steering developments and giving direction to the school's work. Priorities are appropriately planned, the expected outcomes are noted, operational responsibilities are allocated to individuals, and resources are earmarked to support developments.
- 160 There is a good link between the Plan's priorities and the outcomes of the self-evaluation however, there is no evidence at present that this has led to raising pupils' standards of achievement.
- 161 The school has made good progress in tackling three of the seven Key Issues that were noted in the 2001 report. By now, effective assessment arrangements have been implemented, appropriate curriculum policies have been drawn up and a security system has been installed at the main entrance of the building. The need to raise standards in design and technology, geography and physical education remain a priority as well as the need to formalise the procedures for monitoring standards in the subjects across the school.

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

Grade 2: Good features and no important shortcomings

- 162 The inspection team's findings match the school's judgement in its self-evaluation report.
- 163 There is a sufficient number of teachers with appropriate qualifications to teach every aspect of the curriculum. They update their curricular knowledge and their teaching skills regularly by following a training programme and from supportive visits from LEA advisers.
- 164 Non-contact time is arranged for teachers to plan, prepare and assess during the day when they work with two of the other primary schools in the cluster. This arrangement enables the schools in the cluster to benefit from their staff's specialisms and provides good opportunities for pupils to learn and socialise with their peers.
- 165 The ancillary members of staff fulfil their duties effectively and ensure that the school is kept clean and tidy.
- 166 The school has a good supply of resources for every age, including the under-fives. They are of good quality and conveniently located for pupils to use. There is also good provision of computers as well as interactive whiteboards and they are used regularly. Effective use is made of the secondary school's Leisure Centre for developing physical education skills.
- 167 The school is making plans for the Foundation Phase and recognises the need for further resources for children aged three to seven.
- 168 The school's buildings and grounds are of good quality and teachers use them effectively. The classrooms and the other areas are welcoming and colourful, with the displays of pupils' work proving a valuable learning and teaching resource.
- 169 The school reviews the effectiveness of resources regularly. Resources are ordered to support priorities and educational targets.
- 170 The budget is administered in an orderly and effective manner. The school receives valuable support from the LEA support officer in financial matters. The headteacher-in-charge and the governors monitor the expenditure and the provision regularly, and thus ensure value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings.

Good features

- 171 Children make good progress in their early literacy skills. They listen well to group, class and adult presentations, and a significant number speak confidently in Welsh.
- 172 By means of interesting activities, they learn letters, and enjoy listening to stories, following these in books. They recognise relevant letters and words, and individuals read simple books independently, discussing their favourite characters in detail.
- 173 Older pupils in the group write simple sentences independently, using sentence patterns correctly.

Shortcomings

- 174 There are no important shortcomings.

Personal and social development

Grade 2: Good features and no important shortcomings.

Good features

- 175 There are good relationships between the children and between them and adults. They work well as part of a group or as individuals and concentrate on their tasks and their play experiences for extended periods. They are sensitive to the needs and feelings of other children, and their behaviour is good. They approach learning in a confident and enthusiastic manner and face new experiences enthusiastically. They respond very confidently to discussions with KS2 pupils in the class.
- 176 Children's knowledge of Biblical stories is outstanding.

Shortcomings

- 177 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings.

Good features

- 178 Pupils count confidently both forwards and backwards to at least 20, and recognise and name numbers which are greater than this. Their mathematical vocabulary develops well and they understand the concept of 'more than' and 'less than'

according to their level of development. They continue and create patterns well and organise objects according to specific criteria correctly. They recognise two dimensional shapes and through practical experiences, they understand some non-standard measurements.

- 179 Through experimental play in the sand trough, children's understanding of capacity and volume develops well.

Shortcomings

- 180 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings.

Good features

- 181 Children's observational skills are good as they play in sand and water and partake in various activities. They speak about themselves, their families and their homes confidently. They use geographic vocabulary correctly.
- 182 Children discuss weather in an extended fashion. They describe changes in weather and the effect this has on the clothes they wear. They keep a daily weather record using appropriate vocabulary.
- 183 Children create a good variety of objects using different types of blocks and through imaginative play with small world equipment. In design and technology lessons, they create a variety of interesting products of good standard, using a range of materials.
- 184 Their IT skills develop well as they work independently with different programs. They control a floor roamer well by inputting a series of commands into its memory.

Shortcomings

- 185 There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings.

Good features

- 186 Reception children show good control skills in the use of a variety of equipment such as pencils, glue, scissors and construction equipment. They have increasing control of writing equipment as they practise letter patterns in various activities.
- 187 As they play on the yard, they show good awareness of safety and make sensible use of space. They can pedal, run, skip and jump and use a variety of wheeled toys and equipment confidently.

Shortcomings

- 188 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings.

Good features

- 189 Children know a good range of Welsh rhymes and songs from memory and enjoy singing them. They use a range of instruments to create their own music in response to specific stimulus. They use their imagination well in class role play and also as they play with other children within the school environment.
- 190 They foster increasing control in using a variety of equipment such as scissors, paint brushes, glue and pencils. They create interesting and imaginative paintings and pictures and work hard as they roll and shape clay to different purposes.

Shortcomings

- 191 There are no important shortcomings.

Information technology

Key stage 1: Grade 2 – Good features and no important shortcomings

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

- 192 In both key stages, pupils use suitable software to support and reinforce their work across the curriculum. They devise simple sentences on a word-processor varying the size and the colour of the print. They make effective use of drawing packages to produce pictures. They use the mouse confidently to control the cursor on the screen in order to make purposeful choices. By Y2, they are saving, retrieving and printing their own work independently.
- 193 Key stage 1 pupils make effective use of graph programs to collect, organise and record results in various graphs. The most confident pupils can re-organise and interrogate data in order to find out specific information.
- 194 In key stage 2, pupils make good use of their word-processing skills to produce well-presented work. They edit and refine their work independently by using different effects such as importing snapshots and controlling the size and location of the picture on the page.
- 195 Key stage 2 pupils can devise simple procedures in order to create two-dimensional shapes and different-sized angles. They use an appropriate range of graphs to present data.

Shortcomings

- 196 Key stage 2 pupils are not sufficiently familiar with using databases and prepared spreadsheets in order to input and interpret information.

Design and technology

Key stage 1: Grade 2 – Good features and no important shortcomings

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

- 197 Pupils in both key stages undertake activities in a variety of media such as paper, cardboard, clay, rigid materials, textiles, construction kits and food. The tasks display an appropriate range of measuring, marking, cutting and shaping skills.
- 198 In key stage 1, pupils make good use of prepared sheets to record their design work. They conduct detailed research into the properties of products and they experiment with production methods. They record their ideas and their making stages paying good attention to finishing their work. They express opinions about their products and suggest how it could be improved.
- 199 By the end of the key stage, pupils confidently store simple instructions in a floor toy in order to control its movements.
- 200 Key stage 2 pupils have an appropriate knowledge of the requirements of the task in hand. Occasionally, they will investigate the characteristics of manufactured products before proceeding to make their own similar products. They work safely with a wide range of equipment and they make purposeful use of electrical components.
- 201 They conduct a detailed appraisal of the effectiveness and the appearance of their products suggesting ways in which it could be improved.
- 202 Key stage 2 pupils make effective use of information and communications technology software in order to create a series of instructions for controlling the movements of objects.

Shortcomings

- 203 Key stage 2 pupils do not plan the making process of products systematically enough or in sufficient detail.
- 204 Key stage 2 pupils' knowledge of how to reinforce or strengthen structures is limited.
- 205 In general, there is a lack of depth in the work produced by key stage 2 pupils.

Geography

Key stage 1: Grade 2 – Good features and no important shortcomings

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 206 Key stage 1 pupils have a good awareness of their local area. They discuss the features and the location of their homes in detail and produce a simple map of the classroom. They correctly use simple co-ordinates to indicate the location of nearby villages on a map, and they know how to use a compass to indicate direction. They discuss intelligently the relationship between a globe and an atlas and can locate Wales on a map of the United Kingdom.

- 207 When comparing their area with a town with which they are familiar, key stage 1 pupils can identify the similarities and differences between the two locations. They make effective use of pictures, photographs and artefacts when studying the geographical and physical features of an economically developing country.
- 208 Key stage 1 pupils confidently describe the main seasonal changes and know about the effect of weather on the landscape and people's livelihoods.
- 209 Key stage 2 pupils discuss conservation matters and the effect of people on the landscape very intelligently, and have a good awareness of the features of the different sources of energy.
- 210 Key stage 2 pupils' understanding of contrasting areas is good. Following a detailed study of a nearby holiday town, they are able to name some of the advantages of living there and they can offer suggestions as to why people wish to take holidays there.
- 211 Y5 and Y6 pupils discuss the eight points of the compass confidently and with appropriate accuracy, use two figure co-ordinates to locate specific features on maps. They understand that maps have different scales and know the significance of keys and contour lines.

Shortcomings

- 212 Although there are no important shortcomings, key stage 1 pupils' mapping skills as well as Key stage 2 pupils' geographical investigation skills, have not been sufficiently developed.

Music

Key stage 1: Grade 3 – Good features outweigh shortcomings

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

- 213 Key stage 1 pupils know a good range of songs from memory. They enjoy singing and they perform with a technical correctness which is appropriate to their development. Individuals sing solos tunefully displaying an increasing control of breathing, gesture, dynamics and pitch.
- 214 Key stage 1 pupils recognise and name a goodly number of musical instruments correctly and indicate correctly if they are percussion or shaken instruments. When composing their own music they investigate the sounds of a number of instruments before choosing the sounds which are best fitted to the stimulus. They can distinguish between quiet and loud sounds or fast and slow, and keep rhythm with appropriate accuracy.
- 215 Key stage 2 pupils display a good awareness of musical elements such as pitch, tempo and texture when performing, composing and appraising music. They perform confidently as individuals and as members of a group.
- 216 After listening to different music, key stage 2 pupils can distinguish elements such as texture and structure well. They express opinions on different compositions, including their own work and describe in detail the atmosphere they create.

217 Some pupils take advantage of instrumental lessons and this contributes to standards in the subject.

Shortcomings

218 In both key stages, pupils' composition skills have not been sufficiently extended.

219 A number of key stage 1 pupils are unsure of musical elements such as pitch, duration, tempo and quality.

Physical education

Key stage 1: Grade 3 – Good features outweigh shortcomings

Key stage 2: Grade 3 – Good features outweigh shortcomings

220 Two gymnastics lessons across the Key stages were observed.

Good features

221 In both key stages, pupils warm up and cool down appropriately. They respond quickly and effectively to instructions and work well as individuals and as members of a group. They dress appropriately for the lessons and work in an orderly and safe manner.

222 In key stage 1, pupils make effective use of space as they move around the gymnasium, whether walking, running or skipping. They succeed in undertaking a variety of movements which call for a change of direction and speed.

223 Key stage 2 pupils understand the importance of warming up and the beneficial effect this has on the body. They display increasing control as they undertake gymnastic activities with a good number of them achieving good standards. As they travel on the floor in a variety of patterns, the pupils succeed in creating a series of interesting and imaginative basic shapes.

Shortcomings

224 In both key stages, pupils' skills and their body control have not developed sufficiently to fulfil tasks that are appropriate to their ages and abilities.

225 Across the school, pupils' ability to evaluate their own and others' performances and to offer suggestions for improvement, is limited.

School's response to the inspection

- 226 The content of the report is a matter of great pride to everyone connected with the school – staff, governors and parents. The findings of the report will form the basis of the school's continuous development programme.
- 227 The report notes that the staffing situation has been very uncertain during the past two years but the present staff and the governing body feel that the future looks very positive for the school. The relationship between the school and parents is a strong feature as between the staff and governors.
- 228 The report recognises that the development of pupils' personal and social skills are a school priority as is the development of individuals to their full potential. It was positive to note that pupils with additional learning needs are well catered for and that equal opportunities are provided for all pupils in every aspect of school life.
- 229 The school aims to provide a broad, balanced and differentiated curriculum and will therefore address all the shortcomings identified in this aspect in the report in order to further improve the current curricular provision. The school will also implement a comprehensive but manageable self-evaluation system which will include governors in order to maintain and further raise standards.
- 230 We are glad that the report notes that pupils play an active part in the decision making process within certain areas and that the School Council has a positive effect on school life. Pupils have already contributed significantly to the 'eco' and 'healthy school' initiatives and will continue to do so in the future.
- 231 The school will now incorporate the recommendations noted in the report into the Development Plan and will act upon them as soon as possible.
- 232 The Governing Body and staff appreciated the courteous, professional manner in which the inspection was undertaken.

Appendix 1

Basic information about the school

Name of school	Cilcennin C.P. School
School type	Nursery and Primary
Age-range of pupils	4 – 11 years
Address of school	Cilcennin, Lampeter, Ceredigion
Postcode	SA48 8RH
Telephone number	01570 470220

Headteacher	Mr G R Davies
Date of appointment	September 2006
Chair of governors	Mr N Hermann
Registered inspector	Wil Williams
Dates of inspection	19/09/07 – 21/09/07

Appendix 2

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	0	4	4	3	1	3	3	1	19

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.25

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:8.4
Average class size, excluding nursery and special classes	9.5
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006		93%	92.5%
Spring 2007		95.5%	95.2%
Summer 2007		95%	94%

Percentage of pupils entitled to free school meals	20%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days at the school, and they met as a team before the inspection. A nominee represented the school, but no peer-assessor was present.

These inspectors visited:

- 16 lessons or parts of lessons and they listened to pupils reading in both languages;
- every class;
- collective worship sessions.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection commenced;
- the headteacher, teachers, support staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 15 responses to the parents' questionnaire (98% of the responses were positive);
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' previous and current work.

The inspection team held meetings with the staff and the governors after the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Wil Williams Registered Inspector	Context; Summary, Recommendations; Appendices Key questions 1;2,5 and 6 Under-5s, design and technology, information technology
Ogwyn Phillips Team inspector	Contributions to key question 2. Key questions 3; 4 and 7 geography, music, physical education
Mrs Deris Williams Lay inspector	Contributions to key questions 1; 3; 4 and 7
Mrs E L Evans Nominee	Provision of information and contributing to team discussions

Acknowledgement

The inspection team would like to thank the parents, pupils, teachers and the governing body for their co-operation before and during the inspection.

Contractor

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