

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

A Report on the Quality of Education in

**Cilgerran Voluntary Controlled School
Cilgerran
SA43 2SB**

School Number: 6683035

Date of Inspection: 26/02/07

by

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15682**

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Cilgerran Voluntary Controlled 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 Cilgerran Voluntary Controlled School took place between 26/02/07 and 27/02/07. An independent team of inspectors, led by Dafydd Gwynfor Evans 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 **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 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	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

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Context

The nature of the provider

1. Cilgerran School is a Voluntary Primary School Controlled by the Church in Wales. It is situated in the village of Cilgerran, but following fairly recent reorganisation of primary education in the area, the school also serves the areas of Bridell, Pen-y-bryn, Rhoshill and New Chapel. Additional buildings were provided including an Early Years Centre which was opened in 2006 which enables the school for the first time to accept children of nursery age. The number of pupils on roll has increased steadily over the last ten years. In 1996, there were 89 pupils in the school and at the time of the last inspection in 2001, there were 105. By now, there are 128 on roll which includes 117 full time pupils from reception age to year (Y) 6, and 11 children of nursery age who attend on a part-time basis. Some 14% of pupils come from outside the catchment area.
2. According to the school, pupils come from a mixed social background. Currently, approximately 12% of pupils claim free school meals but, over the past three years, the average has been over 20%. The school received a special grant to deal with this situation and was commended in a national study for its work in raising pupils' standards of achievement in schools located in challenging areas.
3. Approximately 11% of pupils come from homes where Welsh is the main language. In accordance with the local education authority's (LEA) policy, teaching in reception and key stage 1 is through the medium of Welsh; in key stage 2, pupils are taught through the medium of English and Welsh with the aim that pupils will be bilingual by the time they transfer to the secondary school at 11 years of age. One pupil has a statement of special educational need (SEN) and there are a further 27 who receive additional support.
4. The present headteacher was appointed in September 2001 and the deputy in September 2004. There are three other full time teachers and two part-time teachers. There are five full time classroom assistants and a secretary who works part-time. There are five classes, one for the nursery and reception children, pupils in Y1/Y2, Y2/Y3, Y4 and Y5/Y6.

The school's priorities and targets

5. According to its mission statement, the school is committed to providing education of the highest order to all of its pupils in a homely, secure and Christian environment. It encourages each pupil to attain his/her full potential through providing challenging and extensive opportunities, so that they can contribute fully and confidently to a bilingual society. The school aims to nurture self-disciplined citizens who have respect and pride towards the language and heritage of Wales.
6. Amongst the priorities listed in the school's development plan (SDP) for 2006-2007, are the promotion of Welsh and the key skills, preparing for the foundation phase, promoting inclusion work, developing the workplace, health and safety arrangements, continue to extend the community links and to develop the self-evaluation arrangements.

Summary

7. Cilgerran School is a good school with many outstanding features. Through fair and sound management, the headteacher's vision, the enthusiastic support of the governors and through the effective collaboration of all the staff, it succeeds in providing a high standard of education for its pupils.
8. The findings of the inspection team agree with the school's judgement in its self-evaluation report in four of the seven key questions. Where there was a difference of opinion, the inspection team awarded a higher grade in three questions.
9. The inspection team judged the school's work as follows:

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?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

Standards

10. The overall quality of the educational provision for the children under five is appropriate for their needs, and children make good progress towards the Desirable Outcome for Children's Learning.
11. Across the learning stages, all pupils, including those who have a lower baseline than the national average on entry to the school, make steady progress and are successful in achieving agreed learning objectives.
12. Pupils with SEN make good progress and achieve the targets set for them.
13. The standards achieved by children under five in the key skills across the areas of learning are good with no important shortcomings. Their bilingual skills are developing very well.
14. In key stage 1 and key stage 2, the majority of pupils listen attentively. Their key skills of speaking, reading and writing across the curriculum are good. In key stage 2, pupils' standards and progress in the key skills of speaking, reading and writing in English are good.
15. Pupils' bilingual competency is developing well. Bilingualism has been successfully integrated into the life of the school.

16. Pupils of all ages achieve good standards in their numeracy skills across the curriculum. Pupils' skills in information and communications technology (ICT) are good in key stage 1 and, although key stage 2 pupils' skills in the subject are very good, they do not make a sufficiently wide enough use of them to support their work across the curriculum. Their creative and problem solving skills are good.
17. The attitudes of the vast majority of pupils towards learning, the interest they show in their work and their ability to concentrate on their tasks are very good. Their ability to work independently is developing well.
18. Their awareness of their successes and what they need to do to improve is developing following the school's new policy on responding to pupils' work. Pupils succeed whatever their linguistic, social or ethnic backgrounds.
19. At the end of key stage 1, in 2006, pupils' achievement in all the core subjects, namely Welsh, mathematics and science, exceeded the county and national averages. In comparison with other schools across Wales, on the basis of free school meals, the school is performing in the upper 50% but lower than the best 25%. Pupils' achievements are in the upper 25% in mathematics and science and in the lower 50% in Welsh, but higher than the lowest 25%.
20. In key stage 2 in 2006, pupils' achievement in the core subjects of the National Curriculum (NC) according to the core subject indicator by teacher assessment was higher than the county and national averages. In comparison with other schools across Wales, on the basis of free school meals, the school is performing in the best 25%. Pupils' achievements are in the highest 25% in mathematics, science and English and in the lower 50% in Welsh but higher than the lowest 25%.
21. On average over the last three years, there is no significant difference in the performance of boys and girls in both key stages.
22. Pupils' awareness of equal opportunities issues is developing very well. They realise the importance of this in the context of the daily life of the school and the diversity of the world; they know of their responsibility to help people less fortunate than themselves. They have a good awareness of the cultures and beliefs to be found in society.
23. Pupils behave well, they are aware of the school's high expectations and respect them. They are courteous, friendly, considerate and relate very well with each other.
24. The pupils' average attendance over the three terms prior to the inspection was 94.5%. Pupils arrive promptly at the school and to their lessons, and are eager to start working.
25. Pupils' awareness of the world of work and their contribution to the community are outstanding features.

The quality of teaching and learning

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

27. These percentages are higher than the national percentages recorded in the Chief Inspector's Annual Report for 2005-06, that 17% of the teaching is Grade 1, 62% is Grade 2, 20% at Grade 3 and 1% at Grade 4.
28. The school has experienced teachers who have very good subject knowledge and detailed knowledge of their pupils. They prepare thoroughly using a wide range of teaching strategies. Each member of the school's staff has a very good relationship with the pupils which fosters successful learning.
29. Good and outstanding features of the teaching include:
 - interesting and imaginative presentations and tasks that stimulate pupils' interest and motivation;
 - clear learning outcomes;
 - the use of a variety of resources, including the interactive whiteboards, to stimulate pupils' interest and support their work;
 - purposeful questioning that extends pupils' thinking and understanding;
 - skilful use of the assistants that work with groups and individuals to help raise standards.
30. In a small number of lessons, the tasks are insufficiently challenging for some pupils. At times, there is not enough emphasis on cultivating pupils' listening skills.
31. Assessment and recording in the early years and key stage 1 and key stage 2 are fair, accurate and regular. They are used effectively to guide planning and set targets.
32. Pupils' progress in all subjects is assessed regularly. Purposeful use is made of standardised tests such as in reading and spelling to verify pupils' progress as they move through the school.
33. The school analyses the results of NC assessments carefully. The data is used effectively to improve the quality of teaching and raise pupils' standards of achievement.
34. Although the school has paid good attention to the development of the key skills and the common requirements in the planning and teaching, there is no composite plan for monitoring and assessing pupils' progress and achievement in these skills.
35. Pupils' work is marked conscientiously, and there are positive and constructive comments on pupils' books that motivate them to make progress. Pupils have started self-evaluation in order to improve their work.
36. Arrangements for reporting to parents and other relevant agencies on pupils' progress and achievements are good. The quality of the reports is good.
37. The school is outstanding in its response to pupils' learning needs and offers access to a broad and balanced curriculum that meets the statutory requirements. The arrangements for ensuring support from assistants in the classroom and in withdrawal sessions are strong features of the school's provision.

38. Schemes of work identify opportunities to develop the key skills and common requirements effectively. Pupils' bilingual skills are promoted well through the use of both languages in the curriculum and through appropriate attention to the *Cwricwlwm Cymreig* and the culture and heritage of Wales.
39. The school's partnership with its parents is an outstanding feature. Parents arrange a wide variety of fund-raising activities for the school and charities; these activities involve the pupils and the whole community.
40. The curriculum is enriched by a wide range of activities both within and outside school hours. A variety of visits are arranged and visitors from the community come to the school to share their knowledge and skills with the pupils. This is an outstanding feature and the pupils benefit greatly from the numerous experiences and opportunities arranged for them.
41. Learning experiences promote pupils' cultural development successfully. Collective worship sessions make an outstanding contribution to pupils' awareness and understanding of moral and spiritual matters and help them to respect truth and justice.
42. The school has good links with the local nursery school. There are very effective links with other primary schools in the area that are members of the Ysgol y Preseli family of schools and there are very good transfer arrangements between the school and Ysgol y Preseli. The school receives pupils on initial teacher training from Trinity College, Carmarthen as well as students from Coleg Ceredigion.
43. There are outstanding features to the links with the world of work that are a fundamental part of pupils' experiences and contribute effectively to raising standards.
44. The school's policies and procedures ensure equal opportunities for all the pupils in every aspect of the school's life and work.
45. Development of pupils' entrepreneurial skills is very good. Pupils are given the responsibility to oversee a number of ventures within the school such as the fruit shop, the school council and the 'monitor' duties of the older pupils.
46. The school has been outstanding in its response to county and national initiatives. The school buildings and facilities are available to the community outside school hours. A new early years building was opened in 2006 and a breakfast club was established which offers a free nourishing breakfast to the pupils daily. Pupils' awareness of how to live healthily and in a sustainable way is being promoted outstandingly through the Pembrokeshire Health Promotion project.
47. An outstanding aspect of the school's work is the quality of care, support and guidance offered to pupils. Each pupil is appreciated as an individual and each one feels confident in his/her ability to turn to any member of staff for support and guidance.
48. The school plans very effectively and reviews the policies, schemes of work and the support regularly.

49. The support given by the co-ordinator in the field of inclusion is an outstanding feature of the school's work. There are appropriate policies and strategies in place and the school conforms to the 2002 Code of Practice.
50. Classroom assistants give valuable support to the pupils with SEN in the classrooms and pay very good attention to the needs of the individual. Teachers work in a good partnership with parents, carers and governors.
51. There is a Christian ethos at the school where everyone supports each other. Charities and worthy causes are supported regularly.
52. Management and monitoring of attendance and behaviour is very effective. There are specific procedures in place to deal with any instances of oppressive behaviour or bullying should they arise.
53. There are purposeful policies in order to ensure the health and well-being of pupils and any matters that are causes for concern, including results of risk assessments, receive immediate attention.
54. The school has appropriate policies for sex education, equal opportunities and racial equality.
55. The school succeeds well in developing pupils' understanding of other beliefs and cultures. Its work and life reflects the importance placed within the school on tolerance and respect towards others.

Leadership and Management

56. The headteacher leads the school fairly, soundly and clearly. He has a clear vision and works effectively with the deputy, staff and governors in the work of maintaining and raising standards and improving the quality of the educational provision across the school. The deputy headteacher undertakes her duties effectively and conscientiously.
57. The school gives very good consideration to national priorities and local partnerships. It achieved the Basic Skills Agency Quality Mark for the second time in 2005. It received additional funding through the Excel scheme to develop the skills of pupils who underachieve and was identified as an example of good practice as part of a national study on 'closing the gap'. The health promotion project is very successful.
58. Results of the self-evaluation inform the SDP and are a sound precedent towards setting whole-school targets.
59. There are outstanding features to the role of the governors in the strategic development of the school. Raising standards and improving the educational quality through the appointment of staff and providing purposeful buildings and resources are central to the work of the governing body.
60. Self-evaluation has been soundly established at the school. It provides a very effective base for identifying strengths and areas in need of improvement. The SDP identifies the need to continue to develop the process especially in relation to evaluating pupils' standards of achievement. The inspection team agrees with this.
61. Self-evaluation procedures have been carefully planned. Effective arrangements exist to ensure that the whole school community contributes to the process.

62. The self-evaluation report produced by the school before the inspection is clear and comprehensive. The objective and honest opinions are based on a wide range of documentary evidence and direct observation by all who were involved in the process.
63. The school has succeeded in dealing successfully with the key issues identified in the last inspection in 2001.
64. There is an appropriate number of qualified staff at the school. Teachers have been located carefully and very effective use is made of time, specialism and experience. Learning assistants make an important and valuable contribution to the quality of learning and teaching.
65. Pupils have access to very good learning resources. Resources are purchased to support the school's priorities and the investment since the last inspection, such as the interactive whiteboards in each classroom, has had a positive effect on the quality of pupils' work.
66. Since the last inspection, a number of improvements have been made to the school buildings including a purpose built unit and enclosed areas assigned for the early years. The classrooms and corridors that have tasteful displays are attractive and colourful. The school takes full advantage of the playing area that surrounds the school.
67. The effective and efficient way in which leaders and managers use resources is an outstanding feature.
68. Very good use is made by the school of the local environment, the community and locations such as the residential centres and national establishments to enrich pupils' learning.
69. The school's budget is managed systematically and tightly. The headteacher, the finance committee and full governing body plan spending carefully, according to the priorities in the SDP. The school's administrative officer administers the budget very effectively. The school offers very good value for money.

Recommendations

It is recommended that the school

- R1 maintains the high standard of educational provision which exists at the school by aiming for excellence in every area;
- R2 develops a composite plan for monitoring and assessing pupils' progress in the key skills and common requirements; *
- R3 continues to develop the role of the coordinators in the work of evaluating pupils' standards of achievement across the learning stages. *

* These aspects are receiving attention in the school's current 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 2 : Good features and no important shortcomings

70. The inspection team's findings agree with the Grade 2 judgement made by the school in its self-evaluation report.
71. The overall quality of the educational provision for the children under five is appropriate for their needs, and children make good progress in the six areas of learning towards the Desirable Outcome for Children's Learning.
72. Across the learning stages, pupils of all abilities make consistent progress and are successful in achieving the agreed learning objectives.
73. Pupils with SEN make good progress and achieve the targets set for them.
74. Children under five make good progress in their key skills, listening, speaking early reading and writing, numeracy and the use of ICT. Their bilingual skills are developing very well. Although the vast majority of them do not come from Welsh backgrounds, in a short time they come to follow the instructions correctly, ask questions and speak in Welsh.
75. In both key stages, the majority of pupils listen attentively to the teachers' presentations and to each other's contributions. Their skills in speaking, reading and writing in Welsh across the curriculum are good. They can discuss easily in Welsh in a number of contexts, read widely in order to find information from different sources and write in a variety of formats in recording their work.
76. In key stage 2, pupils' standards and progress in the key skills of speaking, reading and writing in English are good. They discuss fluently, read meaningfully and record their work systematically and accurately.
77. Pupils' bilingual competency is developing well. Bilingualism has been successfully integrated into the life of the school and, by the end of key stage 2, pupils display good standards whilst working in both languages.
78. Pupils in both key stages make good use of their mathematical skills in a variety of subjects. Pupils in key stage 1 count, sort and organise in different contexts. Pupils in key stage 2 use detailed measurements carefully in science and design technology. This is also true of their work in history and geography.
79. Pupils make good use of their ICT skills. Pupils in key stage 1 use word processing programs effectively, and programs that reinforce their work in mathematics, language and art. In key stage 2, pupils' ICT skills are very good although they do not make wide enough use of them in their work across the curriculum.
80. The pupils acquire good learning skills for lifelong learning. The attitudes of the vast majority of pupils towards learning, the interest they show in their work and their ability to concentrate on their tasks are very good. Their ability to work independently is good. They use their imagination and creativity well in art and design technology and their problem solving skills are good.
81. All pupils make good progress, including those who enter the school on a baseline that is lower than the national averages. Each pupil attains his/her

potential and achieves the targets set for them. Pupils succeed whatever their linguistic, social or ethnic background.

82. Their awareness of their successes and what they need to do to improve is developing following the school's new policy on responding to pupils' work.
83. At the end of key stage 1, in 2006, pupils' achievement in all of the core subjects, according to the core subject indicator was higher than for the county and Wales. The school's results in mathematics and science exceeded the county and national averages and broadly in line with them in Welsh. In comparison with other schools across Wales, on the basis of free school meals, the school is performing in the upper 50% but lower than the best 25%. Pupils' achievements are in the upper 25% in mathematics and science and in the lower 50% in Welsh, but higher than the lowest 25%. The percentage of pupils achieving level 3 is higher than the national level in Welsh but lower in mathematics and science.
84. In key stage 2 in 2006, pupils' achievement in the core subjects of the National Curriculum (NC) according to the core subject indicator by teacher assessment was substantially higher than the county and national averages. In English, mathematics and science the results were higher than the county and Wales averages, but lower than the county and Wales averages in Welsh. In comparison with other schools across Wales, on the basis of free school meals, the school is performing in the best 25%. Pupils' achievements are in the highest 25% in mathematics, science and English and in the lower 50% in Welsh but higher than the lowest 25%. In 2006, no pupil achieved level 5 in Welsh; in mathematics, the percentage was substantially higher than Wales, lower in science and broadly in line with the national percentage in English.
85. The school regularly analyses results of assessments and tests in order to identify possible differences between boys and girls. There are variations from year to year but, on average over the last three years, there is no significant difference in both key stages.
86. Pupils' skills in personal and social education are developing very well. Pupils of all ages are considerate, friendly and particularly courteous towards each other, staff and visitors. They have sound moral values and display these very clearly in the respect and concern they show towards others, their community and their environment.
87. Pupils' awareness of equal opportunities issues are developing appropriately and each pupil receives the same opportunity to take part in school activities. They realise the importance of this in the context of the daily life of the school and the diversity of the world; they know of their responsibility to help people less fortunate than themselves. They have a good awareness of the cultures and beliefs to be found in society.
88. Pupils behave well; they are aware of the school's high expectations and respect them. They are courteous, friendly, considerate and relate very well with each other. Pupils show a high level of courtesy to each other, all staff at the school and visitors. Younger children learn quickly of the expectations, the difference between right and wrong and to recognise the parameters. When a pupil is unruly, the school works in partnership with parents in order to resolve the situation. The school has comprehensive arrangements in place to deal

with any instances of oppressive behaviour or bullying should they occur. Two pupils were excluded temporarily during the past year; the school followed the appropriate procedures.

89. The pupils' average attendance over the three terms prior to the inspection was 94.5%, a period of unusually high absence due to illness last spring term had a detrimental effect on this figure. Pupils arrive promptly at the school and to their lessons, and are eager to start working. Although parents are constantly reminded of the importance of regular attendance, a minority of parents who take their children on holiday during term time has a negative effect on the school's attendance percentages. The school aims for an average attendance percentage of at least 95%. Registers are kept very neatly and accurately and details are transferred to computer weekly by the school administrative officer. Registration and recording of attendance procedures meet statutory requirements.
90. The school provides a vast number of visits within the community and further afield in order to enrich and reinforce the pupils' curricular work. A wide range of visitors come to the school to share their experiences and specialism with the pupils, such as those from the community, world of work, emergency services and drama groups. An outstanding feature is the way in which the whole community comes together to join in the school's activities and to help, for example with the new garden. Pupils have a strong awareness of their responsibility towards their community.
91. Pupils are aware of the importance of moral values such as fairness, respect and honesty. They show initiative in activities such as fund-raising for worthy causes, venture initiatives and community links. Through taking part in a wide variety of extra-curricular, social and educational activities, pupils have an outstanding understanding of Welsh culture.

The quality of education and training

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

Grade 2 : Good features and no important shortcomings

92. The findings of the inspection team agree with the Grade 2 judgement made by the school in its self-evaluation report.
93. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

94. These percentages are higher than the national percentages recorded in the Chief Inspector's Annual Report for 2005-06, that 17% of the teaching is Grade 1, 62% is Grade 2, 20% at Grade 3 and 1% at Grade 4.
95. The school has experienced teachers who have very good subject knowledge and detailed knowledge of their pupils. They prepare thoroughly using a wide range of teaching strategies. Each member of the school's staff has a very good relationship with the pupils which fosters successful learning.

96. Good and outstanding features of the teaching include:
 - interesting and imaginative presentations and tasks that stimulate pupils' interest and motivation;
 - clear learning outcomes;
 - the use of a variety of resources, including the interactive whiteboards, to stimulate pupils' interest and support their work;
 - purposeful questioning that extends pupils' thinking and understanding;
 - skilful use of the assistants that work with groups and individuals to help raise standards.
97. In a small number of lessons, the tasks are insufficiently challenging for some pupils. At times, there is not enough emphasis on cultivating pupils' listening skills.
98. Appropriate use is made of Welsh and English across the curriculum to support pupils' bilingual development.
99. Assessment and recording in the early years and key stage 1 and key stage 2 are fair, accurate and regular. They are used effectively to guide planning and set targets. Results are recorded in each pupil's Record of Achievement File where work until the end of Y6 is kept in order to monitor progress.
100. Pupils' progress in all subjects is assessed regularly. The focus is on pupils' progress and on any weaknesses that impede the learning. Purposeful use is made of standardised tests such as in reading and spelling to verify pupils' progress as they move through the school.
101. The school analyses the results of NC assessments carefully including analysing any possible differences between the achievement of boys and girls. The data is used effectively to improve the quality of teaching and raise pupils' standards of achievement.
102. Useful subject portfolios have been prepared, which include exemplary work that has been levelled, in order to ensure consistency in moderating. The school intends to develop these further within the catchment in order to extend teachers' evaluating and moderating skills.
103. Although the school has paid good attention to the development of the key skills and the common requirements in the planning and teaching, there is no composite plan for monitoring and assessing pupils' progress and achievement in these skills.
104. Pupils' work is marked conscientiously, and there are positive and constructive comments on pupils' books that motivate them to make progress. Pupils have started self-evaluation in order to improve their work.
105. Pupils on the special needs register have their own detailed records. The procedures for identifying and assessing pupils with SEN conform to the statutory requirements.
106. Arrangements for reporting to parents and other relevant agencies on pupils' progress and achievements are good. The quality of the reports is good. Sufficient positive comments are given and also valuable guidance on the next steps in the individual's development. Parents have the opportunity to discuss

their children's development with teachers in two parents' evenings each year as well as other opportunities under the school's 'open door' policy.

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

Grade 1: Good with outstanding features

107. The inspection team's findings do not agree with the Grade 2 judgement made by the school in its self-evaluation report. The report does not sufficiently recognise the way in which pupils' learning experiences are enriched through a wide range of activities both within and outside the school and also the way learners' personal development is promoted including their spiritual, moral, social and cultural development.
108. The school is outstanding in its response to pupils' learning needs and offers access to a broad and balanced curriculum. There are detailed policies and schemes of work for each subject that ensures balance, breadth, flexibility, coherence and progression across the curriculum.
109. The arrangements for ensuring support from assistants in the classroom and in withdrawal sessions are strong features of the school's provision. The additional needs of all pupils are met in a fair and balanced way.
110. Schemes of work identify opportunities to develop the key skills and common requirements effectively. The intention to develop a range of skills in each unit of work is identified.
111. Pupils' bilingual skills are promoted well through the use of both languages in the curriculum and through appropriate attention to the *Cwricwlwm Cymreig* and the culture and heritage of Wales.
112. The curriculum is enriched by a wide range of activities within and outside school hours. A number of after-school clubs and Urdd activities, including *eisteddfodau*, are provided. Educational visits are arranged including a residential period in the Urdd camp at Llangrannog.
113. The school's partnership with its parents is an outstanding feature. Parents arrange a wide variety of fund-raising activities for the school and charities, these activities involve the pupils and the whole community. Parents are always willing to support the school. A particular example of this is the Health Promotion evening arranged recently, not only as a fund raising event for the school, but also providing an opportunity for the whole community to socialise and learn of the school's contribution to promoting healthy eating and education for sustainable development.
114. The school takes full advantage of its links with the community in order to extend and enrich pupils' learning. A number of members and representatives from the community come to the school to share their experiences and interests with the pupils. Members of the local gardening club, together with the parents, have given valuable support to the school in planting trees and flowers and in planning the new garden. Pupils visit a number of different locations within the community in order to take part in its celebrations and activities. There are also computer and Welsh lessons at the school for adults in the community. These are outstanding features.

115. Learning experiences promote pupils' cultural development successfully. Collective worship sessions make an outstanding contribution to pupils' awareness and understanding of moral and spiritual matters and help them to respect truth and justice. Pupils take an active part in sessions that have a devout and purposeful atmosphere.
116. The 'Golden Rules' and circle time develop pupils' respect for each other and adults. As a result, pupils have a clear sense of ownership and responsibility towards themselves and their environment.
117. The school has good links with the local nursery school. There are very effective links with other primary schools in the area that are members of the Ysgol y Preseli family of schools and they hold joint in-service training (INSET) sessions. There are very good transfer arrangements between the school and Ysgol y Preseli from where the school also accepts students on work experience. The school is in partnership with Trinity College, Carmarthen and receives pupils on initial teacher training from there as well as students from Coleg Ceredigion.
118. There are outstanding features to the links with the world of work that are a fundamental part of pupils' experiences and contribute effectively to raising standards. Pupils visit numerous local businesses in relation to their curricular work and have attended a business initiative day.
119. The school's policies and procedures ensure equal opportunities for all pupils in all aspects of the school's life and work. The school provides nursery education and a free breakfast club and additional funding was awarded through the Excel programme to improve the key skills of particular groups of pupils who, according to standardised tests and teacher assessment, are under-achieving.
120. Development of pupils' entrepreneurial skills is very good. Pupils are given the responsibility to oversee a number of ventures within the school such as the fruit shop, the school council and the 'monitor' duties of the older pupils.
121. The school has been outstanding in its response to county and national initiatives. The school buildings and facilities are available to the community outside school hours. A new early years building was opened in 2006 in response to the need for a free nursery in the area. A free nourishing breakfast is offered in the breakfast club. Pupils' awareness of how to live healthily and in a sustainable way is being promoted outstandingly through the Pembrokeshire Health Promotion project. A grant was received in 2006 to develop the outside area and a multipurpose playing area on the school site for the benefit of the community.

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

Grade 1: Good with outstanding features
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122. The inspection team agree with the Grade 1 judgement made by the school in its self-evaluation report.
123. The quality of the care, support and guidance provided for pupils is an outstanding aspect of the school's work. The school is a happy and caring community. Each pupil is valued as an individual and feels comfortable in their ability to turn to any member of staff for support and guidance.

124. Planning is very effective at the school and it regularly reviews the policies, schemes of work and the support. Formative and summative assessment helps early identification of pupils' educational needs. Tracking progress in pupils' work is an outstanding aspect of the monitoring. The work presented through the 'Excel' scheme is of a high standard.
125. The partnership with parents is outstanding and consistent positive responses were received in the pre-inspection meeting and questionnaires. The regular communication with parents is effective and parents meet the teachers twice a year; in addition, they have a further opportunity following receipt of the annual report at the end of the year. The school seeks the views of parents through an annual questionnaire. The findings are shared with the governors and the school acts on any matters that need further attention. The school prospectus and the governors' annual report to parents meets with statutory requirements and all parents have signed the home/school agreement.
126. The guidance given with regard to inclusion by the co-ordinator is an outstanding feature of the school's work. There are appropriate policies and strategies in place and the school conforms to the 2002 Code of Practice. Procedures for pupils with SEN are a strength. Problems are identified early and the pastoral support is very good.
127. Pupils with SEN are taught mainly in their particular classes. They also receive valuable withdrawal sessions from the school's support teacher. There are appropriate individual educational programmes in place and they are regularly monitored and reviewed. It is ensured that these pupils are fully included in the life and work of the school.
128. The classroom assistants give valuable support to pupils with SEN in the classroom and very good attention is given to the needs of individuals. Teachers work in a good partnership with parents, carers and governors.
129. There are appropriate induction programmes that help pupils in the nursery class to settle easily into the homely environment of the school. There is an effective transitional programme in place for pupils in Y6 before they transfer to the secondary schools.
130. The school has a Christian ethos where everyone supports each other. Charities and worthy causes are supported regularly. The policies and schemes of work lead to personal support and guidance of a high quality for pupils. Circle time is used as an additional valuable resource to promote pupils' personal and social development.
131. The management and monitoring of attendance and behaviour are very effective. The school uses attendance tracking software on the computer and this is monitored regularly and systematically by the administrative officer and the headteacher. The school works in partnership with parents when a pupil is unruly in order to resolve the situation. There are specific procedures in place to deal with any instances of disruptive behaviour or bullying should they arise. Pupils respond very well to the Golden Rules and also to the reward procedures such as the Golden Time and the Golden Table on a Friday. The school also works with the behaviour support teacher from Ysgol Y Preseli who comes to the school weekly to work with staff and pupils.

132. The school has purposeful policies in order to ensure the health and well-being of pupils and any matters which are a cause of concern, including results of risk assessments, receive immediate attention. The school undertakes regular fire drills and all fire control and electrical equipment are tested regularly and a record kept in the school's documentation. All staff at the school received first aid training last year.
133. There are appropriate policies and procedures for the protection of children and the procedural arrangements are known to all staff.
134. The school has suitable policies for sex education, equal opportunities and racial equality. The school reports termly to the LEA on cases of racism. Respect is shown towards different religions and other beliefs and the wearing of artefacts relevant to the pupils' religion is allowed. The school recognises and respects diversity and gives full consideration to pupils' social, educational, ethnic or linguistic background. The school's provision promotes equal opportunities for all pupils including those with disabilities.
135. The school promotes healthy eating practices and encourages pupils to drink water which is easily available in the school.

Leadership and management

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

Grade 1: Good with outstanding features

136. The inspection team's findings do not agree with the Grade 2 judgement made by the school in its self-evaluation report. In coming to its judgement, the report does not sufficiently recognise the outstanding contributions of the headteacher, the deputy headteacher and the governors and the attention the school gives to national priorities.
137. The school has agreed aims and objectives that promote equality for all and are reflected in all aspects of the school's work. These have been incorporated in the school's policies and development plans. All staff at the school and the governors work together as a team in order to ensure the school's success.
138. The headteacher gives fair, firm and clear leadership to the school. He has a clear vision and works effectively with the deputy, staff and governors in the work of maintaining and raising standards and improving the quality of the educational provision across the school. The deputy headteacher fulfils her duties effectively and conscientiously.
139. The headteacher has attended a training course for advisors and headteachers and this training has had a positive effect on the quality of leadership at the school.
140. Very good attention is given to national priorities. The school gained the Basic Skills Agency's Quality Mark for the second time in 2005. It received additional funding through the Excel programme to develop the skills of pupils who are under achieving and received praise for their work in reversing the trends in disadvantaged areas as part of a national study 'closing the gap'. The school is also proactive in issues relating to inclusion and equal opportunities. The

school council is effective and the health promotion project is very successful. These features overall are outstanding.

141. The school takes an active part in a number of local, county and national partnerships. The partnerships with the community, parents, the family of local primary schools, the comprehensive school and the LEA are outstanding.
142. Arrangements for reducing teachers' workload and ensuring non-contact time for them to plan, prepare and assess have been well planned and are having a positive effect on standards of achievement and the quality of learning and teaching.
143. The school has high expectations with regard to ethos, behaviour and standards of achievement and challenging but realistic targets are set to ensure that each pupil achieves his/her potential.
144. There are job descriptions for every member of staff at the school. There are effective arrangements for performance management. The procedure promotes the professional development of all staff and the school operates in a culture of high expectations with regard to pupils' standards of achievement and the quality of the educational provision.
145. The results of the self-evaluation inform the SDP and are a sound basis for setting whole-school targets.
146. Day-to-day management of the school is effective and there are clear and purposeful procedures for communicating with parents.
147. There are outstanding features to the role of the governors in the strategic development of the school. Members know the school very well and have a thorough understanding of all the procedures. The raising of standards and improvement of the educational provision through appointing staff and providing purposeful accommodation and resources are central to the work of the governing body.
148. Members undertake all their responsibilities conscientiously and effectively including monitoring the quality of the provision. They come to know of the school's performance through their visits and the reports they receive from the headteacher and co-ordinators. They keep a close eye on the use made of the budget giving a high priority to ensuring an appropriate level of staffing within the school.

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

Grade 1: Good with outstanding features
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149. The findings of the inspection team do not agree with the Grade 2 judgement made by the school in its self-evaluation report. The report does not sufficiently recognise the accuracy and breadth of the self-evaluation procedures used by the school.
150. Self-evaluation is soundly established at the school. It provides a very effective basis for recognising strengths and areas in need of improvement.

151. Teachers and governors have a good knowledge of the school's performance in the majority of curricular areas and whole-school aspects and are committed to raising standards.
152. Self-evaluation procedures are carefully planned. Teachers draw on first hand evidence from a variety of sources in order to come to a judgement on standards of achievement and the quality of the provision. Teachers observe each other's lessons regularly in order to evaluate the teaching and learning and to share good practice. The SDP identifies the need to continue to develop the self-evaluation procedure especially with regard to evaluating standards of achievement. The inspection team agrees with this.
153. Evaluation of the subjects shows that teachers have based their findings on their knowledge of the pupils and the work achieved by them in all of the subjects. They report termly to the governing body on the outcomes of evaluations.
154. Effective use is made of teachers' test and assessment data in order to set challenging but realistic targets for individuals and groups, and the tracking system gives teachers important information on the development of pupils' performance across the years.
155. The school has effective arrangement to ensure that the whole school community contributes to the self-evaluation process. The teachers and governors make a purposeful and important contribution to the self-evaluation process. Pupils have a valuable opportunity to discuss, express an opinion and contribute to decisions on aspects of the school's work through the school council. The school seeks parents' opinions and gives due consideration to them through the analysis of comprehensive questionnaires sent annually to each home. The constant rise in positive responses is testimony that the school acts on the findings.
156. Governors have a good knowledge of standards and the quality of education at the school. They receive termly monitoring reports from the co-ordinators and they have responsibilities for whole-school aspects and also some aspects of the curriculum. The school intends to develop this aspect through the recently established curriculum committee.
157. The self-evaluation report produced by the school prior to the inspection is clear and comprehensive. Honest and objective judgements based on a wide range of documentary evidence and direct observation have been made by all those who were involved in the process.
158. The judgement of the inspection team agrees with the judgement of the school in four of the seven key questions. Higher grades were awarded in the other three questions.
159. Effective use is made of the knowledge gained from the self-evaluation process in order to set priorities for the SDP. The document identifies clearly the steps for action, the success indicators and the allocation of appropriate resources in order to support priorities.
160. The school has been successful in dealing with the key issues identified in the last inspection in 2001. It succeeded in addressing the weaknesses identified in the subjects and by now, the school has effective self-evaluation procedures.

The school has purposeful plans for developing the key skills and a co-ordinator has been appointed. The school's partnership with its parents is now very good.

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

Grade 1: Good with outstanding features

161. The inspection team's findings agree with the Grade 1 judgement made by the school in its self-evaluation report.
162. The effective and efficient way in which leaders and managers use resources is an outstanding feature.
163. The school is appropriately staffed in order to support the number of pupils on the register. Teachers are suitably qualified and have detailed job descriptions that identify their curricular responsibilities. The full time teachers and those employed on a part-time basis are carefully deployed making very good use of time, specialism and experience.
164. Curriculum co-ordinators contribute very effectively to the development of their subjects. They have a good awareness of what is happening in their areas of responsibility and have opportunities to monitor the planning, provision and outcomes within those areas.
165. Classroom assistants make a valuable contribution to the quality of teaching and learning. They work closely with the class teachers and ensure that individuals and groups receive effective support in their work.
166. Teachers and teaching assistants update their teaching skills through attending training courses and the support of the LEA advisory staff.
167. Pupils have access to very good learning resources that match their learning experiences. Resources are in a very good condition and have been located systematically and conveniently in all areas of the school. Co-ordinators undertake a regular audit in order to ensure sufficiency and suitability. Resources are purchased to support the school's priorities and the investments since the last inspection, such as interactive whiteboards in each classroom, are having a positive effect on the quality of pupils' work.
168. Since the last inspection, a number of improvements have been made to the school buildings including a purpose-built unit with enclosed areas assigned to the early years. The school buildings, yard and grounds are in a good condition. The classrooms and corridors, which include tasteful displays, are colourful and attractive. The hall is small for physical education lessons and the storage space for sports equipment is limited. The school makes use of the nearby Leisure Centre for some physical education lessons.
169. The school makes good use of the playing area around the building and pupils enjoy the facilities available to them. There are plans in hand to develop the external area of the school to include a multi-purpose sports area. These facilities will be available as a community resource.
170. The school makes very good use of the local environment, the community and educational locations such as residential centres and national establishments in order to enrich pupils' learning.

171. The school's budget is managed systematically and tightly. The headteacher, the finance committee and the full governing body plan spending carefully, according to the priorities in the SDP. The school's administrative officer administers the school budget very effectively. The school offers very good value for money.

School's response to the inspection

The staff, pupils and governing body are proud of the inspection team's findings following their visit to Cilgerran Voluntary Controlled School in February 2007.

It was acknowledged that the school was good with many outstanding features and succeeds in providing education of a high quality for its pupils. It noted that pupils were courteous, friendly, considerate and related very well to each other.

The inspection provided the school with an opportunity to look in detail at all aspects of its life and work, and preparing the self-evaluation report was a very positive process as we identified all the school's successes to date.

We would like to express our thanks to the inspection team for their thorough work and for their professional courtesy. We declare our intention to act on the recommendations identified by them.

Appendix 1

Basic information about the school

Name of school	Cilgerran Voluntary Controlled School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Stryd Cemaes Cilgerran Cardigan Pembrokeshire
Postcode	SA43 2SB
Telephone number	01239 614226

Headteacher	Mr Robert Jenkins
Date of appointment	September 2001
Chair of governors	Mr Gareth Jones
Registered inspector	Mr D Gwynfor Evans
Dates of inspection	26 - 27 February 2007

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	5.5	23	16	15	14	21	18	10	122.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	5.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.3:1
Average class size, excluding nursery and special classes	23.4
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	D/B	96.2	93.3
Summer 2006	95.1	93.9	94.8
Autumn 2006	91.7	94.0	95.5

Percentage of pupils entitled to free school meals	12
Number of pupils excluded during 12 months prior to inspection	2 (temporary)

Appendix 3

National Curriculum Assessment Results

End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2006			Number of pupils in Y2:					14
Percentage of pupils at each level								
			D	W	1	2	3	
Welsh	Teacher assessment	School	0	0	14	57	29	
		National	0	2	10	63	25	
Mathematics	Teacher assessment	School	0	0	0	93	7	
		National	0	2	11	63	24	
Science	Teacher assessment	School	0	0	0	93	7	
		National	0	2	10	63	25	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	86	In Wales	81

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6					11			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	9	64	27
		National	1	0	0	0	1	5	16	46	30
Welsh	Teacher assessment	School	0	0	0	0	0	9	18	73	0
		National	1		1		1	3	17	49	28
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	36	64
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	0	82	18
		National	0	0	0	0	1	1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Teacher Assessment			
In the school	91	In Wales	72.3

- D Pupils who are exempted 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 4

Evidence base of the inspection

- The school was inspected by a team of three inspectors over a period of five inspection days.
- The headteacher was the nominee.
- Seventeen lessons or parts of lessons were inspected as well as a selection of pupils' practical and written work.
- Inspectors listened to pupils reading.
- Registration procedures, collective worship and other activities were observed during the inspection.
- Discussions were held with staff and pupils about their work.
- Inspectors met with members of the school council.
- All documents presented by the school before and during the inspection were analysed.
- Pre-inspection meetings were held with the staff, parents and governing body.
- Seven parents attended the pre-inspection meeting and the 40 questionnaires completed by them were analysed.
- Post-inspection meetings were held with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Gwynfor Evans Registered Inspector	Context Summary and Recommendations Key questions 1, 5, 6 and 7 Appendices
Mrs Nan Williams Team	Key questions 2, 3 a 4
Mrs Janice Davies Lay	Contributions to the seven key questions
Mr Robert Jenkins Nominee	Contributing to discussions.

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.