ERW Report

Presteigne
6662075
Support Visit 1 - 2017

Funding Streams

2017/18

FUNDING STREAM	USED EFFECTIVELY?	PLEASE PROVIDE EVALUATION
EIG	Yes	Senior leaders ensure that the EIG funding (£9,954) is well utilised by providing an additional teaching assistant to support the provision in language and literacy for the relatively high proportion (9.3%) of EAL pupils. A good example is the progress made by one pupil in their SAS in reading over the last 3 years improving from 72 to 103 as a result of this targeted support. In addition the school continues to support via the grant, a training schedule for teaching staff closely linked to the SDP and personal, performance management development needs, such as, higher order maths and spelling which has had a significant impact on improving standards for the targeted pupils in these areas. All targeted pupils make good progress as evidenced in the tracking system and provision mapping demonstrating the positive impact of the grant on raising standards. The school has engaged well with a network of schools to enhance their professional practice, for example, in enriching provision for Welsh as a second language. As a result the end of key stage 2 assessments in 2017 exceeded expectations, with 100% of year 6 pupils attaining L4+ and 48% attaining L5.
PDG	Yes	The school makes good use of the Pupil Deprivation Grant (£21,850) to improve literacy and numeracy outcomes to raise the achievement of all pupils eligible for free school meals (eFSM). Leaders use the pupil deprivation grant effectively, for eFSM pupils that are lower ability learners ensuring that they achieve age appropriate levels at the end of each key stage. Using provision mapping most of the grant directly funds additional teaching assistants to be deployed in both phases. Mapping, targets support specifically at pupils eligible for free school meals. In addition more able eFSM learners access maths booster sessions and curriculum enrichment sessions through targeted support. Senior leaders can demonstrate the impact of the grant on improving outcomes for pupils eligible for free school meals via teacher's centre and the Incerts tracking system. Pupil progress reviews are then held with the head and staff to monitor progress of these eFSM pupils. A small proportion of the grant is used to partly fund residential visits which otherwise may prevent free school meals pupils from attending as result overall school attendance and engagement in learning has improved for these targeted eFSM pupils.

Quality and Standardisation

QUALITY ASSURANCE	
REG MOD.	
NAT. VER	

SCHOOL	Presteigne
REGION	Primary

Step 1 - Standards Category

Based upon the National Categorisation for standards the school is judged to be: N/A

School Context

Presteigne Primary School is located in the small rural town of Presteigne, on the Welsh-English border. Pupils attending the school come from the town and the surrounding rural areas. There are 161 pupils, aged three to eleven years old, on the school roll. There are now six classes compared to seven classes last year with 168 pupils. As a result, a number of classes are now mixed age and class sizes in key stage 2 are particularly large. Pupil numbers have remained steady over recent years and the school will have over 170 at the end of the academic year. Around 7.45% (previous year 10%) of pupils are eligible for free school meals, which is below the national average. The school has 16.7% of pupils identified as having additional learning needs, (ALN) which is below the national average. Most pupils are of a white British ethnicity and come from homes where English is the main language however 9.3% of pupils are identified as having English as an additional language, (EAL) which is higher than the Powys average. No pupils speak Welsh at home. The current headteacher took up the post in October 2016 following which the staffing structure changed to include two assistant heads instead of one deputy head. The school's last inspection was in March 2017. The current performance of the school and the school's prospects for improvement were judged as good with examples of excellence. Estyn invited the school to write a case study, describing the excellent practice in partnerships identified during the inspection. This case study is now published on the Estyn website and is also accessible via Dolen.

Evaluation

Most pupils start school with skills and understanding at or above the level expected for their age. During their time at the school, they make good progress in their learning and, by the time they leave in Year 6, nearly all achieve good standards. Nearly all pupils throughout the school make good progress and many pupils make very good progress. Teacher assessment at the end of Foundation Phase and key stage 2 places the school in the top 25% or higher 50% of similar schools at FPI and CSI for the last 5 years. In the Foundation Phase, over the past five years, performance in literacy, language and communication and in mathematical development has placed the school in the higher 50% or top 25% when compared with similar schools at both expected and higher than expected outcomes. In key stage 2, pupils' attainment over the past five years in English, mathematics and science at the expected level has improved so that the school is consistently in the higher 50% when compared with similar schools. At the higher-than-expected level, attainment in all subjects has placed the school in the higher 50% or the top 25% of similar schools. Teacher assessment is accurate and robustly moderated within school, within the cluster and within the wider network for moderation.

Attendance is very good at 96.4% for 2015/16, placing the school in the top 25% compared to similar schools. In 2016/17 overall attendance rose to 96.7%.

Nearly all pupils read, write and use mathematics well, commensurate with their age and ability. Most pupils apply their literacy and numeracy skills well across the curriculum and use their ICT skills securely in a range of contexts. Most have developed good thinking and problem solving skills and this is having a positive impact on their learning and the standards they achieve. For example in their science topics together with specific CAME & CASE lessons at key stage 2. Most key stage 2 pupils develop the wider skills and application needed to equip them for secondary transition well. Many pupils make good progress in gaining skills in Welsh language and are beginning to apply these skills more confidently in both formal and informal settings.

Pupils have a strong voice and contribute effectively to the daily life of the school. For example, the school nutrition action group send regular letters to parents encouraging them to provide their children with healthy snack choices.

Areas for further improvement

Step 2 - Improvement Category

The categorisation based upon evidence and discussion at Step 2 is 'B' because;

Evaluation

The quality of teaching and consistency of approach is good across the school as evidenced through a range of monitoring activities including joint lesson observations in May 2017. All staff have high expectations of all pupils and work collaboratively to ensure high standards of teaching and learning.

Staff share a sense of vision and purpose, focused sharply on achieving good outcomes for all pupils. Staff work well together with an effective range of teaching styles and share good practice, within the school and with other schools. Challenge and enrichment areas are developing well to extend all pupils particularly the more able. Assessment for learning strategies support pupils' learning effectively, allowing pupils to assess their own and their peers' progress well. Most pupils are responding regularly to feedback from teachers for example the use of golden pens for dialogue. Support for pupils' basic skills is effective in helping pupils to address their needs and to achieve expected or better than expected levels by the end of key stage 2, as evidenced in pupil tracking. An engaging and stimulating curriculum is providing greater opportunities for pupils to apply their skills in real life situations for example in the planning of WOW visits or activities at the start of a topic. For example the recent visit to Cadbury's World has launched the Roald Dahl project in both phases in an exciting and engaging way.

Teachers have good subject knowledge and match activities well to meet pupils' learning needs. They produce an interesting range of stimulating resources that engage the pupils' interests well. Working relationships between adults and pupils are strong and adults manage pupils' behaviour well. Teaching assistants provide good support for pupils' learning and contribute well to pupils' standards and wellbeing. In many classes, teachers encourage independence and creativity in pupils' learning. For example, older pupils create their own investigation to find the best ways to spend their pocket money. Teachers' written and oral feedback informs pupils about what they have done well. Most teachers provide purposeful comments about how pupils can improve their work and pupils use this information effectively to improve their own learning. Teachers use a good range of assessment strategies to monitor the progress that individual pupils make in lessons. Pupils assess their own and their peers' work effectively.

Monitoring systems have been implemented effectively. These procedures are robust and effective which has impacted positively on teaching and learning as evidenced by the resulting improved outcomes and standards across the school such as attainment at the higher levels. The headteacher has a good understanding of the school's strengths and areas for development and leads the staff well. There is a strong sense of teamwork among all staff with clear lines of accountability.

Leaders have recently introduced a new tracking system. Although this is beginning to give leaders an overview of pupils' progress over time, it is still too early to see the full impact of this initiative in identifying where pupils make the best progress.

Priorities in the school development plan are very clear and suitably detailed, and they link appropriately with the self-evaluation report. All staff know and understand very well the priorities for improvement and are involved in helping to achieve them. The current development plan outlines how the school intends to address the inspection recommendations and has a clear focus on raising pupils' standards. It makes specific references to the personnel who are responsible, and includes timescales, costings and clear procedures for monitoring progress.

Within school variation has been fully addressed via a staffing re-structure, supportive peer teaching and consturctive performance management. Leaders and governors use relevant information about performance to address issues of underperformance and set specific objectives. Performance management procedures are effective and viewed positively by all staff. Governors show great determination in challenging leaders and supporting the school in bringing about necessary improvements as identified and agreed. Governors have requested training in understanding the new inspection arrangements, design of new curriculum and the statutory requirements of the new ALN reform in order to continue to support and challenge to school with the same degree of rigour.

The school has an extensive range of partnerships that support pupils' learning and wellbeing successfully. There are extremely strong partnerships with the local community. For instance, the deputy mayor attends school council meetings to help pupils understand at first-hand the similarities and differences between school and town councils. The school actively supports Presteigne's recent initiative to become a 'dementia friendly' town. This helps pupils to contribute very positively to their own community. Estyn invited the school to write a case study, describing the excellent practice in partnerships identified during the inspection. This case study is now published on the Estyn website and is also accessible via Dolen.

Recommendations

RECOMMENDATION			
Priority 1: To increase opportunities to develop numeracy across the curriculum			
START DATE	THEME	PROGRESS	DATE OF COMPLETION
01/11/2016	Teaching and learning experiences	Very Good	30/06/2017
EVALUATION			
New planning formats are embedding following school to school support visits. All staff ensure that increased numeracy opportunities are on offer regularly and frequently. All pupils have opportunities to develop numeracy skills in purposeful and meaningful contexts. As evidenced by the learning walks and pupil interviews carried out in May 2017. Very good use is made of the school's learning environment to support the development of pupils' skills for example the science exploration day ensured pupils consolidated numeracy skills of measurement and capacity. Focused numeracy lesson observations undertaken in the summer term indicate all lessons good or better. Very good progress made.			

RECOMMENDATION			
Priority 2: Ensure that differentiation is used consistently throughout the school to improve, the quality of provision and levels of challenge for MAT children.			
START DATE	THEME	PROGRESS	DATE OF COMPLETION
01/11/2016	Teaching and learning experiences	Strong	30/06/2017
EVALUATION			
Most pupils across the school now challenged at appropriate levels. Monitoring evidence shows differentiation within planning and lesson delivery providing appropriate levels of challenge for pupils. Nearly all identified MAT pupils make good or better progress. As a result at the higher-than-expected level, attainment in all outcomes and core subjects has placed the school in the higher 50% or the top 25% of similar schools.			

RECOMMENDATION			
Priority 3: Continue to improve standards and provision in Welsh 2nd Language			
START DATE	THEME	PROGRESS	DATE OF COMPLETION
01/11/2016	Standards	Strong	30/06/2017
EVALUATION			
All staff have responded well to increasing their use of Cymraeg Bob Dydd; strategies such as 'Ditectif Cymraeg', Welsh Wednesday and 'Siaradwyr Cymraeg y Wythnos' are motivating all members of staff. All staff now confident in delivering W2L. Reading and writing skills of most pupils judged to be good by Estyn (March 2017). The report states that "Most pupils make suitable progress in developing their Welsh language skills. They show positive attitudes to learning the language and by the end of key stage 2 many are keen to respond to basic questions orally. In the Foundation Phase they write simple sentences and more able pupils begin to extend these using age appropriate connectives. By the end of key stage 2, pupils write a range of extended sentences and more able pupils are beginning to justify their choices with their own opinions. Older pupils read age-appropriate texts accurately with good pronunciation." End of key stage 2 assessments in 2017 exceeded expectations as a result of the actions taken. (100% L4+ 48% L5)			

RECOMMENDATION			
Priority 4: Improve the quality of provision for ICT			
START DATE	THEME	PROGRESS	DATE OF COMPLETION
01/11/2016	Teaching and learning experiences	Very Good	30/06/2017
EVALUATION			
Very good progress made. Planning for ICT and delivery of DCF is now a strength of the school. All policies, including the e-safety policy, have been updated and reflect current practice, legislation and standards. The programme of work is non-specific in terms of subject/topic and can therefore be applied across the			

curriculum. Comprehensive programmes for the teaching of e-safety and coding have been completed by all classes as a result skill application has improved. Purchase of Ipads has increased opportunity to develop skills. All new hardware is accessible to pupils. A comprehensive review of e-safety has been carried out by the HT; this has been amended to take account of developments. An action plan for development is reviewed using online tool and will inform school development priorities for ICT.

RECOMMENDATION			
SDP priority 1 Estyn recommendation 1 Increase opportunities for pupils to develop independence and creativity in their learning			
START DATE	THEME	PROGRESS	DATE OF COMPLETION
01/09/2017	Teaching and learning experiences	Limited	30/06/2018
EVALUATION			
Action plan outlines stages school will undertake and has suitable milestones.			

RECOMMENDATION			
SDP priority 2 Estyn recommendation 2 Redistribute leadership responsibilities more equitably among the senior leadership team			
START DATE	THEME	PROGRESS	DATE OF COMPLETION
01/09/2017	Leadership and management	Limited	30/06/2018
EVALUATION			
Action plan in place. Second Assistant Head returns to work in January 2018 and redistibution will commence.			

RECOMMENDATION			
SDP priority 3 Estyn recommendation 3 Strengthen whole school tracking to ensure that leaders have an accurate understanding of the progress that pupils make over time			
START DATE	THEME	PROGRESS	DATE OF COMPLETION
01/09/2017	Leadership and management	Satisfactory	30/06/2018
EVALUATION			
Tracking system in place and emebdding well. Senior Leaders analyse regularly. Impact for example on the standards and attianment of EAL pupils already visible and use to good effect.			

RECOMMENDATION			
SDP priority 4 Refine literacy provision to improve the quality and consistency of spelling			
START DATE	THEME	PROGRESS	DATE OF COMPLETION
01/09/2017	Standards	Limited	30/06/2018
EVALUATION			
A link has been made with a Professional Learning School in Pembrokeshire and reciprocal visits are planned. New spelling timetabled slot in place across the school. However it is too early to guage the impact of this strategy.			

Evidence scrutinised to make the judgement

- SER
- SDP
- Safeguarding policy and procedures file
- Monitoring file
- Assessment file – Incerts & Teacher Centre reports
- Governor files
- Displays of pupils work during tour of school
- Head and Assistant Head leadership meetings
- CPD records and Performance Management schedule

- performance data at whole-school, cohort and pupil level; comparative performance data;value-added data and data about pupils' progress;

- the school's targets; the previous categorisation report; previous notes of visits and/ or progress reports;

- reports relating to the school's inspection: first-hand knowledge of the life and work of the school.

Governing Body Ratification

No Governor was present

Step 3 - Support Category

The Overall Support category for the school is judged to be; Green

Exceptions
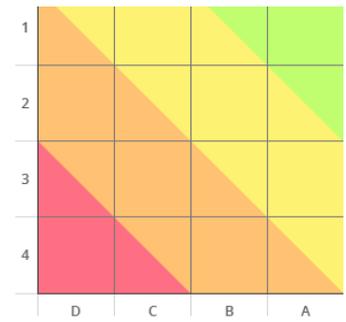

Exceptions have been applied:

-

Potential rare exceptions

-

Other Circumstances where the matrix has been overridden (please list reasons and evidence below) Explanation base with evidence:

Categorisation Overview

Step 1	Step 2	Step 3	Exceptions Applied
N/A	B	Green	-

This categorisation report will be shared with Governing Body after the National Verification meeting.

Support

2017/18

THEME	FOCUS	AIMS	METHOD OF DELIVERY	VALUE
Leadership Menu of Support	SV1	To evaluate the quality and impact of teaching and learning, and the impact of leadership; To agree a good quality menu of support to meet the needs of the school.	ERW	1
Leadership Menu of Support	SV2	To evaluate the quality of provision and review the impact of the menu of support.	ERW	1
Leadership Menu of Support	SV2	To evaluate the quality of provision and review the impact of the menu of support.	ERW	1
Leadership Menu of Support	Governing Body – Accountability including monitoring and challenge	To develop governors' ability to hold schools to account for quality and standards.	LA	0.5
Leadership Menu of Support	Governing Body – Accountability including monitoring and challenge	To develop governors' ability to hold schools to account for quality and standards.	LA	0.5

Planning for Next Visit

1. Core Support Visit 2 - Teaching and learning experiences with a focus on progress in SDP priority 1 / Estyn recommendation 1 to increase opportunities for pupils to develop independence and creativity in their learning. Learning walks and interviews with pupils and staff to be undetaken.
2. Core Support Visit 2 - Leadership and Management with a focus on progress in SDP priority 2 / Estyn recommendation 2 to redistribute leadership responsibilities more equitably among the senior leadership team. Senior leadership interviews and interviews with governors to be undertaken.
3. In Core Support Visit 3 - To evaluate the remaining priorities with a focus on pupil progress. SDP priority 3 - Strengthen whole school tracking to ensure that leaders have an accurate understanding of the progress that pupils make over time and SDP priority 4 Refine literacy provision to improve the quality and consistency of spelling will be the focus. Matching tracking with selected pupils and conducting book scrutinies with pupils will be undertaken.