



Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

**Report following monitoring
Level of follow-up: Estyn monitoring**

**Berriew C.P. School
Berriew
Welshpool
Powys
SY21 8BA**

Date of visit: May 2015

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

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The monitoring team

Sioned Thomas	Reporting Inspector
Eifion Watkins	Team Inspector
Yan James	Local authority representative

Outcome of monitoring

Berriew C.P.School is judged to have made sufficient progress in relation to the recommendations following the core inspection in February 2014.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Raise standards in writing and numeracy across the curriculum

Very good progress in addressing the recommendation

Since the core inspection, the school has reviewed the provision for writing and numeracy very effectively.

All teachers now clearly identify opportunities for extended writing in a wide range of genres across the curriculum. The needs of pupils, including more able pupils, are met effectively. In all classes, most pupils apply their writing skills to a good standard in a wide range of genres, for example, when explaining characteristics of a healthy heart, and in making balanced arguments and explanations in science. Most pupils have a very good understanding of the features of their writing and discuss their work confidently, for example the characteristics of a fantasy story in the Foundation Phase. More able pupils at key stage 2 discuss both the linguistic and presentation features of a range of text with a good level of confidence. Most pupils' work is well-presented and most write in a neat, cursive style. Most pupils demonstrate good standards of spelling and punctuation.

Most pupils' numeracy skills are developing well. They apply their skills in a range of contexts successfully, for example, younger pupils collect and present data in charts and graphs appropriate for their age. Most older pupils use their numeracy skills effectively in science, for example in investigations into the strongest bag in a supermarket.

Recommendation 2: Raise the quality of teaching so that it consistently challenges pupils of all abilities and especially the more able ones

Very good progress in addressing the recommendation

The quality and consistency of teaching in the school has improved since the inspection. Senior leaders monitor the quality of teaching on a termly basis and provide effective feedback and challenge to staff. Outcomes of school and consortia monitoring activities show teaching as being good or better in most lessons.

All teachers now use a common approach to lesson planning that provides a comprehensive overview for developing pupils' literacy, numeracy and thinking skills. They ensure the work is differentiated effectively for all pupils with a good level of challenge for more able pupils. As a result, nearly all pupils make good or better

progress in their learning.

Nearly all teachers use questioning techniques effectively to ensure that all pupils are challenged to think and to reflect on what they have learnt. As a result, most pupils apply their previous learning in lessons purposefully. In nearly all classes the pace, timing and structure of teaching is good. In a few cases, the pace is highly effective ensuring pupils make very good progress in their learning.

Recommendation 3: Improve the quality of assessment and secure consistency in approaches to assessment for learning

Strong progress in addressing the recommendation

All teachers follow a revised marking policy, ensuring a consistent approach across the school. Pupils' work is marked purposefully on a regular basis. Nearly all teachers' written comments relate well to the learning intentions for specific tasks. These comments recognise what pupils have done successfully and suggest suitable areas for improvement. Most teachers provide worthwhile opportunities for pupils to improve their work in response to feedback. However, this is yet to be fully established in all classes.

All teachers use an electronic system to assess and track pupils' progress effectively. The school uses this assessment data well to identify groups of pupils who need additional support. Teachers take part in a suitable range of moderation and standardisation activities to confirm the accuracy of their judgements of pupil standards.

All teachers use assessment for learning strategies effectively within lessons. Nearly all pupils have individual targets and most older pupils in the Foundation Phase and pupils in key stage 2 discuss their individual targets and show how they achieved them. By the end of the Foundation Phase and throughout key stage 2 many pupils create their own success criteria in a group situation and individually. As a result, pupils understand what they have to do to achieve in tasks and judge their own progress accurately.

Recommendation 4: Strengthen further leadership and management roles across the school and ensure that self-evaluation focuses strongly on raising standards

Strong progress in addressing the recommendation

In the relatively short time since his appointment, the headteacher has shared leadership and management roles within the school effectively. He has provided senior leadership and subject co-ordinators with worthwhile training to develop their leadership roles successfully.

The school has implemented a robust monitoring timetable that involves all staff and governors. The leadership team gather information from book scrutiny, lesson observations, data analysis and learning walks to improve the quality of teaching and raise pupils' outcomes. Reports include suitable targets for improvement. These

targets are comprehensively evaluated in subsequent monitoring activities. As a result, many of these activities have brought about good improvements in key areas. For example, improving the quality of pupils' independent and extended writing skills across the school.

The school's literacy and numeracy co-ordinators are developing their role in leading professional learning communities within the school successfully. They lead book scrutiny evaluation meetings, monitor the provision within classrooms and identify areas for improvement. The school's assessment tracking data show that the professional learning communities have had a notable impact on the quality of provision within the school. However, it is too soon for these changes to have had a significant impact on standards.

Recommendation 5: Develop the role of the governing body in school improvement, strategic leadership and self-evaluation

Very good progress in addressing the recommendation

All governors now have a clear understanding of the school's performance and share a strategic role in leading and monitoring targets for improvement.

Most governors have increased their knowledge of school performance and the quality of provision through participating in training events within and beyond the school. They use this knowledge to challenge the school effectively. Link governors have been appointed to take responsibility for monitoring the progress of the school's recommendations and report back on progress regularly. They have been instrumental in driving forward the governors' role in self-evaluation.

Most of the governors have visited classes during learning walks and have scrutinised pupils' books. This has led to a more robust understanding of standards and governors now make valid judgements about what is working well and what needs to improve. For example, the school reviewed its handwriting and presentation policy and practices following a report by members of the governing body drawing attention to inconsistencies in letter formation by pupils.

The head teacher provides governors with detailed reports including the progress of the post inspection plan and the self-evaluation report. They consider these carefully and now regularly challenge and hold the school to account for pupils' performance and the progress the school is making in addressing the inspection recommendations. The action plan has been monitored effectively by the governing body.

Recommendation 6: Engage in networks of professional practice to improve opportunities for teachers' professional development

Strong progress in addressing the recommendation

All teachers have been involved in networks of professional practice within the school. These networks have focused successfully on the school's literacy and numeracy priorities. All teachers have participated in relevant professional

development opportunities which have resulted in good improvements in standards and quality of provision. For example, the school has secured good improvements in standards in writing. As a result, most pupils write confidently in a range of fiction and non-fiction genres across the curriculum to a good standard. The school's focus on improving the quality of handwriting and presentation has led to consistently well-presented work for most pupils.

Teachers have reviewed curriculum planning for numeracy. This has increased the opportunities for pupils to develop their numeracy skills in a range of contexts. For example, many younger pupils collect data effectively and present their findings in simple tally chart and bar graphs, both independently and using ICT skills. Many older pupils collect and analyse data successfully and present their findings in line graphs and pie charts.

The appropriate focus of staff development on priority areas has resulted in good improvements in the continuity and progression of most pupils' skills in writing and numeracy. Good improvements have also been secured in the quality of teaching and assessment, and curriculum planning.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.