



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**

**Knighton C.I.W. School
Knighton
Powys
LD7 1HP**

Date of visit: June 2016

by

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

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The monitoring team

Elizabeth Counsell	Reporting Inspector
Kevin Davies	Team Inspector
Yan James	Local authority representative

Outcome of monitoring

Knighton Church in Wales school is judged to have made sufficient progress in relation to the recommendations following the core inspection in June 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 to ensure that the school's performance compares more favourably with that of other, similar schools

Strong progress in addressing the recommendation

Based on verified data from 2015, since the core inspection, there has been no clear trend in pupil performance. At the end of the Foundation Phase, outcomes in the assessed areas of learning have varied. Performance at the expected outcome 5 and the higher outcome 6 has fluctuated between the higher 50% and lower 50% when compared with similar schools. At the end of key stage 2, pupil outcomes at the expected level 4 and the higher level 5 in English, mathematics and science have also varied between the lower 50% and the higher 50%.

Many pupils in the Foundation Phase write confidently for a wide range of purposes. For example, pupils in Year 2 write good quality newspaper reports on their topic on under the sea and accurate instructional texts on a route around Knighton. However, in a few classes, teachers often use unnecessary writing frames, which restrict pupils' opportunities to develop independence in their writing. Many older pupils in key stage 2 write well for a growing range of different audiences. For example, pupils in Year 6 write detailed discussions on the use of social media and well-structured narrative texts about Owain Glyndwr. Most pupils present their work to a high standard and older pupils respond successfully to written feedback to edit their work to a good level. Many more able pupils write extended pieces of writing successfully. For example, pupils in Year 5 write accurate persuasive letters to Borth Council Planning Department to request planning permission to open a theme park at the beach.

Many pupils across the school use appropriate punctuation in their writing. For example, more able pupils in Year 2 use quotation marks and commas suitably to add impact to their writing. Many older pupils at key stage 2 use more complex punctuation well. A majority are beginning to use an increasing range of punctuation to successfully engage the reader. Many pupils spell accurately. By the end of key stage 2, many pupils write in a neat, cursive handwriting style

In the Foundation Phase, many pupils develop secure mathematical skills. For example, in Year 2, pupils use their data handling skills competently to collect and represent data in accurate bar graphs. Many pupils can find the difference between two numbers successfully to 100 by counting on. Most pupils in key stage 2 continue to develop their mathematical skills effectively. By the end of key stage 2, many

pupils multiply and divide 3 digit numbers accurately and convert decimals to fractions correctly.

Recommendation 2: Improve pupils' reading skills across the school, including in Welsh

Strong progress in addressing the recommendation

By the end of the Foundation Phase, many pupils read suitable books accurately and fluently. They use an appropriate range of reading strategies effectively, for example, visual clues to identify words and reading on for understanding. Most pupils recall facts from stories and discuss the content of their books well. They are able to describe their favourite books and authors maturely, giving reasons for their choice. A few more able pupils are able to use suitable strategies to locate information from factual books.

In key stage 2, regular guided reading sessions help to develop pupils' reading skills well. For example, pupils explain how they use inference and deduction when reading fiction texts. Many key stage 2 pupils read fluently and with appropriate intonation. They explain clearly the reading strategies they use when reading texts and web-based pages for information. For example, they use skimming and scanning effectively in their research on the castles of Wales.

Across the school, most pupils' understanding of Welsh vocabulary is developing appropriately. Nearly all pupils enjoy reading Welsh books and discuss their books confidently. Many older Foundation Phase pupils read appropriate Welsh texts with suitable pronunciation and fluency. Many answer simple questions about the content appropriately, using visual cues along with their knowledge of key words and phrases. In key stage 2, many pupils read familiar Welsh words well and can explain what they have read. However, a few pupils do not have sufficient vocabulary to understand the content of their books well enough.

Recommendation 3: Improve pupils' numeracy and extended writing skills across the curriculum

Very good progress in addressing the recommendation

In the Foundation Phase, teachers' planning focuses well on providing a range of suitable opportunities for pupils to develop their numeracy and writing skills. By the end of the Foundation Phase, many pupils write at an increasing length successfully through a worthwhile range of activities in many curriculum areas. Many pupils have numeracy skills that are at a level appropriate for their age and ability and most apply these effectively in other areas of their learning. For example, many pupils use their data handling skills well to represent animals that live at the seaside, and use their knowledge of doubling and halving accurately to calculate how much money fishermen earn for their catch.

In key stage 2, pupils have a wide range of opportunities to develop their extended writing in lessons other than English. Most pupils apply the skills they develop in English lessons well when writing across the curriculum. For example, pupils in Year

6 write lengthy persuasive letters when learning about Owain Glyndwr. As a result, the standard of their extended writing in other areas of the curriculum is of the same standard as that in English lessons. In key stage 2, teachers plan a good range of opportunities for pupils to use their numeracy skills in subjects other than mathematics. Many apply their number skills well in other areas of the curriculum and are beginning to use a wide range of strategies to solve problems. For example, they use their number skills well to plan a school trip to a theme park and to investigate the cost of building a castle.

Recommendation 4: Ensure that learning activities provide suitable challenge for pupils of all abilities

Strong progress in addressing the recommendation

Teachers across the school plan a range of exciting and stimulating activities that interest and challenge pupils of all abilities well. Leaders have written new curriculum plans to ensure that they teach literacy and numeracy skills in a progressive way and at an appropriate level that successfully matches pupils' ability.

Most teachers ensure that activities they plan for pupils, including those who are more able, are suitable. In key stage 2 teachers do not routinely provide pupils with unnecessary scaffolding. As a result, pupils of all abilities get sufficient opportunities to learn how to set out their work independently. However, in the foundation phase, a few teachers do not always give pupils enough opportunities to develop their skills in choosing how to organise their work, for example when drawing charts and graphs. Teachers challenge pupils regularly to solve an appropriate range of real life problems in numeracy lessons. For example, pupils in Year 6 use their knowledge of ratio to work out the correct proportions needed to make cement, and in Year 2 pupils use money skills accurately to find different ways to pay for items in a shop.

Most teachers have high expectations of the quality of work expected and challenge pupils well if they do not meet these standards. Teachers' marking is successful in assisting pupils to know what they need to do to improve. All pupils, including those from the nursery class, regularly respond to teachers' comments by making improvements to their work and to extend their understanding. As a result, most pupils make good progress and do not repeat mistakes. Pupils throughout the school have appropriate targets for improvement that are successful in helping them further improve their work. Many pupils discuss their targets confidently and with clear understanding.

Recommendation 5: Ensure that the school's priorities for improvement are appropriately resourced

Strong progress in addressing the recommendation

The finance sub-committee of the governing body meets regularly to carefully monitor the school budget. The committee conveys the school's financial position to the full governing body at every meeting. As a result, governors make suitable spending decisions and have a good understanding of how the school uses its

budget to assist in raising standards.

Overall, leaders make effective use of the budget to improve the quality of provision and pupils' standards. For example, the provision for mathematics is now more effective and has resulted in improved curriculum coverage. Leaders have purchased new resources that have a positive impact on improving standards of numeracy across the school. The governing body has used the delegated budget effectively to fund additional support staff. This has had a positive impact on improving standards of reading and numeracy. For example, most pupils in Year 2 and Year 6 who receive targeted support this year have made good progress in improving their reading and numeracy skills and have achieved the expected outcomes for their age.

Recommendation 6: Ensure that actions in the school's improvement plan are appropriately monitored and evaluated to secure the improvements identified in the self-evaluation

Very good progress in addressing the recommendation

The school's latest post inspection action plan contains clear milestones to enable leaders to judge the progress that the school is making towards meeting targets for each recommendation. The termly milestones are appropriate and include measurable success criteria. Regular meetings of the school's senior leadership team focus suitably on planning and evaluating activities that assist the school in meeting these targets.

The school has planned a detailed annual timetable to monitor its work. Activities include lesson observations, book scrutiny, and listening to learners. Leaders focus appropriately on the standards that pupils achieve, along with actions in the school improvement plan. Leaders share the results of monitoring regularly with all staff to ensure that everyone is aware of the school's strengths as well as aspects that they need to improve further. For example, as a result of feedback from monitoring, there is now much greater consistency in teachers' marking and in the quality of extended writing in pupils' topic books.

The governors' standards committee meets regularly to monitor the school's progress in addressing each recommendation. The headteacher provides members of this committee with detailed and accurate data on the school's work, and as a result, governors have a secure understanding of the school's current position. Governors also visit the school regularly to take part in monitoring. They have recently changed the emphasis of their monitoring activities to focus more specifically on standards achieved by pupils in each class. For example, governors use agreed criteria to judge standards reached by pupils against expectations for their age. As a result, governors now have a much better understanding of pupil achievement.

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.