



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

A report on

**Treowen C.P. School
Newtown
Powys
SY16 1NJ**

Date of inspection: November 2012

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Treowen Primary School serves the residential district of Treowen on the outskirts of Newtown. It is maintained by Powys local authority. The area the school serves is considered to be socially and economically disadvantaged. The annual intake covers the full ability range.

During the inspection, there were 96 pupils between three and 11 years of age on roll. All pupils come from English-speaking homes. There are no pupils from homes where Welsh is the first language. Currently, 25% of pupils are entitled to free school meals. This is higher than the local authority and national averages. The school has identified 32% of pupils as having additional learning needs. This is higher than the average for primary schools in Wales. Ten (11%) pupils are from a minority ethnic background.

There are five full-time teachers including the headteacher who was appointed in April 2012.

The individual school budget for Treowen Primary School in 2012-2013 means that the budget is £3,538 per pupil. The maximum per pupil in the primary schools in Powys is £8,253 and the minimum is £3,087. Treowen Primary School is 60th out of 99 primary schools in Powys in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Good

Current performance

The current performance of the school is adequate because:

- many pupils make good progress from their starting points at the school;
- nearly all pupils are well behaved, they are courteous and have a good attitude to learning;
- the quality of teaching is consistently good and interesting and relevant learning activities meet the needs of most pupils;
- there is effective provision to promote wellbeing and the school provides a safe and supportive learning environment; and
- a wide range of partnerships have a beneficial impact on pupils' achievement.

However:

- pupils' performance in English, mathematics and science has often not compared well with that of pupils in other similar schools;
- standards in pupils' reading and writing skills are in need of improvement, particularly in key stage 2; and
- pupils in key stage 2 do not make enough progress in their Welsh language development.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision and high expectations that have been conveyed successfully to the staff, pupils, parents and governors;
- a number of initiatives have already had a positive impact on raising standards;
- accurate self-evaluation is based on a wide range of first hand evidence;
- targets for school improvement are focused clearly on raising standards and improving quality, particularly in literacy; and
- staff work well as a team to implement new initiatives for raising standards.

Recommendations

- R1 Improve pupils' reading and extended writing skills across the curriculum at key stage 2.
- R2 Raise standards in Welsh at key stage 2.
- R3 Ensure that pupils know what they need to do to improve their work.
- R4 Ensure that learning activities meet the needs and abilities of more able pupils.
- R5 Develop governors' ability to monitor and challenge the school's performance effectively.

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Generally, pupils enter the school with standards broadly in line with those expected for pupils of a similar age. During their time in school, many pupils, including those with additional needs, achieve well and make good progress. In some aspects of their work, pupils of higher ability are not achieving as well as they could.

In lessons, most pupils recall previous learning well and they use this information appropriately in order to acquire new information and skills. Many show good knowledge and understanding of what they have learnt. Nearly all pupils work well together in pairs or in groups. They listen well and respect the views of their peers. Many ask questions confidently and respond readily to questions posed by their teachers and other adults. Many speak confidently in a wide range of situations; however, a few are less confident when discussing their work with adults.

Standards of reading are improving. Many pupils in the Foundation Phase have a good knowledge of letter sounds and they are beginning to use a range of strategies to read familiar and unfamiliar words well. They are keen to look at books and enjoy and appreciate the good range of reading material provided for them. Many make good progress and read at an appropriate level. Many Year 2 pupils read fluently and with understanding. A majority of pupils in key stage 2 read with confidence and fluency, and name authors they enjoy. However, few pupils use higher order reading skills such as skimming text well enough. More able older pupils know how to use the library effectively to find particular books which interest them. Generally, they apply these skills effectively to tasks across the curriculum. However, a minority of pupils have reading skills below the expected levels.

Most pupils in the Foundation Phase make good progress with their early writing skills and by the end of Year 2 many write successfully for a range of purposes and audiences in full sentences with correct punctuation. A majority of pupils in key stage 2 write well in response to specific language tasks. More able pupils write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative. Less able pupils do not always use basic punctuation well enough.

Few pupils consolidate and extend their writing skills sufficiently to produce extended pieces of writing across the curriculum.

Most pupils in the Foundation Phase make good progress in gaining skills in the Welsh language. They achieve well in their structured lessons and listen and respond appropriately to greetings and general instructions in other lessons. Although the majority of pupils in key stage 2 respond well in Welsh lessons, they do not make sufficient progress in their Welsh language development. Their ability to use Welsh outside these lessons is limited.

In 2012, the percentage of Foundation Phase pupils who achieved the expected outcome (outcome 5) or higher in language, literacy and communications skills, in mathematical development and in personal and social development in combination, was above the family and Wales averages. The percentage of pupils who achieved a higher outcome (outcome 6) was lower than the family and Wales averages in language, literacy and communication skills and in mathematical development.

At key stage 2, over the past four years, the percentage of pupils who achieved the expected level (level 4) in English, mathematics and science in combination has been lower than family and Wales averages. The percentage of pupils achieving the expected level in reading, writing and mathematics in combination has improved during this period and in 2012 was close to the family average. The percentage of pupils achieving the higher level (level 5), in all three core subjects has improved over the past four years. In 2012, it was higher than family and Wales averages and placed the school in the top 25% of schools with similar proportions of pupils entitled to free school meals. The school's performance at the higher level has placed it in the lower 50% of similar schools in two of the previous three years.

Wellbeing: Good

Pupils enjoy school and feel safe and well supported by staff. They are confident that staff will treat any concerns seriously and act upon them quickly and fairly. They have a good awareness of the need to take exercise and of the benefits of eating healthily.

Nearly all pupils are enthusiastic and keen to learn. They co-operate effectively with one another in their lessons and activities. Most work well independently and under the direction of adults. Increasing involvement in assessment, agreeing success criteria and setting personal targets is helping pupils to gain an understanding of their strengths and weaknesses. However, few have a clear understanding of what they need to do to improve their work.

Nearly all pupils get on well together and standards of behaviour are high. Pupils of all ages play together happily at break time and lunchtime. They are polite and courteous to visitors.

Attendance figures over the past four years show an upward trend. Figures for the past two years are above those of similar schools. Nearly all pupils arrive at school punctually.

The school council is very clear about its role and members take their responsibilities seriously. They are proud of their achievements and feel they contribute to decision-making in the school. Good examples of this include the recent decisions to buy information and communication technology equipment for each class and music systems for use during lunchtime.

Many pupils contribute well towards activities in the community. This has a positive effect on their development as rounded and responsible individuals.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Teachers provide a good range of interesting and relevant experiences for pupils both in and outside of school. Staff collaborate well to ensure that appropriate learning activities meet the needs of most pupils; however, they do not always offer sufficient challenge to the more able.

Improvements in teachers' planning have established consistency and progression in the delivery of skills across the school. Arrangements for ensuring that pupils develop the key skills of numeracy and information and communication technology skills are effective. Opportunities for pupils to apply their thinking skills are used well. Recent improvements ensure increased opportunities for pupils to extend their reading and writing skills across the curriculum, although this is yet to fully impact on standards.

Provision for the Welsh dimension and to promote pupils' understanding of the culture and heritage of Wales are effective. Provision for Welsh language development is good in the Foundation Phase; however, provision in key stage 2 does not successfully promote pupils' independent use of the language.

Provision to develop pupils' awareness of recycling and energy conservation and their understanding of the wider world is successful.

Teaching: Good

Teaching across the school is consistently good. Staff and other adults have developed positive working relationships with pupils which foster learning effectively. Teachers demonstrate good subject knowledge. Additional adults contribute successfully to support less able pupils.

In most lessons, teachers' presentations are enthusiastic and engage all pupils fully. They share clear learning objectives and success criteria effectively. They use a range of teaching approaches successfully, which ensures that pupils are motivated and make good progress in their learning. In the few lessons where teaching is less effective, learning tasks do not always challenge pupils of all abilities enough.

The school has appropriate forms of assessment that provide staff with clear evidence of the standards that pupils achieve. Teachers give pupils suitable oral feedback during lessons. All pupils' work is marked thoroughly. Recently introduced procedures, which include colour coded marking, have led to greater consistency in feedback to pupils. Pupils are increasingly involved in assessing their own work and identifying targets for improvement.

Records of pupils' progress are clear and teachers use them well to identify the need for additional support. The school has worked successfully with other local schools to strengthen understanding of levels of attainment.

Reports to parents are of a good quality. They identify areas for improvement and allow parents the opportunity to respond.

Care, support and guidance: Good

Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. The recently introduced initiative to promote the 'Ten School Values' is effective in focusing pupils' attention on these areas. Effective arrangements exist to support pupils' health and wellbeing and for ensuring that they enjoy regular opportunities to participate in a range of physical activities.

The school has effective procedures for promoting good behaviour, which contributes well to the very positive ethos that is evident throughout the school.

The school works successfully with a range of external agencies including the educational psychologist and speech and language therapists to provide help, support and guidance to staff and pupils when required.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Pupils who have additional learning needs are identified early and given well-planned and targeted support. Individual education plans are well written and meet the needs of the pupils. Support staff make a significant contribution in delivering effective support programmes to raise standards in numeracy and literacy.

Learning environment: Good

The school is a happy, well ordered and caring environment where pupils feel valued. It is calm and welcoming and provides pupils with a very safe and supportive learning environment.

All pupils receive equal access to all areas of the school curriculum. There is a clear emphasis on recognising, respecting and celebrating diversity. The school ensures that pupils with disabilities do not suffer less favourable treatment compared to other pupils.

The accommodation provides a colourful and stimulating environment, which reflects the high expectations evident in the school. Classrooms are well equipped and pupils have access to sufficient library books and computers.

Externally the field area is secure and practical for physical activities. The hard surface areas provide sufficient space for outdoor learning and play.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The newly appointed headteacher provides clear and purposeful leadership that has a positive effect on the school's development. He has a clear vision and high expectations which he has shared successfully with staff, pupils, parents and governors. In the short time since his appointment he has introduced a number of initiatives which have had a positive impact on raising standards, particularly in literacy.

The headteacher is well supported by the deputy and all staff. They all undertake a range of curricular responsibilities and lead curricular initiatives well. All members of staff are aware of their roles and responsibilities and they co-operate closely with one another to create a safe and caring ethos for pupils. Regular management team meetings, staff meetings and a sound performance management system have contributed well to improvements in teaching and learning and are having a positive impact on pupils' standards of achievement.

The governing body is supportive and is now better informed about its role. Governors receive regular reports from the head teacher and are beginning to use data more meaningfully. This has helped them to be better informed about how pupils' performance compares with the performance of pupils in other similar schools. However, they do not challenge the school sufficiently about the standards it achieves.

The school responds positively to local and national educational initiatives, particularly with regard to raising standards in literacy and numeracy and in securing pupils' wellbeing.

Improving quality: Good

The headteacher has established a rigorous approach to self-evaluation and has overseen the establishment of a culture of robust and honest review to which all members of staff contribute. Self-evaluation strategies draw on a wide range of first-hand evidence including classroom observation and scrutiny of pupils' work. The views of pupils and parents are regularly sought. The governors' role in self-evaluation, however, is less well developed.

Performance data is used effectively and consistently in order to monitor and plan for improving standards. This process ensures increasing improvement through identifying various target groups of pupils.

The outcomes of self-evaluation provide an accurate assessment of the school's strengths and areas for development. This information is used well to determine clear priorities and targets for school improvement that are contained in a detailed three-year plan. These are focused clearly on raising standards and improving quality, particularly in literacy. The school is making good progress in achieving these targets.

A culture of collaboration and teamwork is developing well in the school and this is helping it to grow as a reflective learning community. A good example of this is the high quality portfolios produced to ensure consistency in teacher assessment.

Partnership working: Good

The school works effectively with a wide range of partners that make a positive contribution to improving outcomes for pupils. Good links have been established with parents, individuals, and organisations in the local community. Parents feel welcome and appreciate the ease with which they can approach the school.

The school has responded positively to the outcomes of the recent shared literacy review with the local authority. This has had a beneficial effect on standards particularly in reading and writing.

Worthwhile links with various agencies, to promote pupils' wellbeing and address any specific needs have had a positive impact. There is a strong partnership with the nearby high school which not only ensures a successful transition experience for pupils but develops valuable opportunities for moderation work in English, mathematics and science for staff.

Effective links have been forged with the preschool group, based on site, to ensure a smooth transfer to the Foundation Phase. There are also good community links with many local and national organisations, societies, churches and charities, which have a positive influence on the quality of pupils' experiences.

Resource management: Good

Staffing and financial resources are managed and deployed effectively to support learning. There are appropriate arrangements for the provision of planning, preparation and assessment time for all teachers. These arrangements are managed well.

Performance management arrangements are implemented thoroughly and there are effective arrangements for identifying and meeting staff's professional development needs. These processes have a direct influence on the quality of teaching and learning.

Effective and efficient use is made of a variety of resources in order to support pupils' learning.

Systematic and accurate budgeting arrangements are in place and decisions on expenditure link well with priorities for pupils' improvement and wellbeing.

The school provides good value for money.

Appendix 1

Commentary on performance data

Treowen is the most challenged school in its family of schools (schools with similar characteristics in terms of free school meals, socio-economic factors and percentage of pupils with additional learning needs).

The number of pupils in each year group is small, so data needs to be treated cautiously.

In 2012, the percentage of pupils achieving the Foundation Phase outcome indicator (pupils achieving the expected outcomes (outcome 5) or higher in language, literacy and communications skills, in mathematical development and in personal and social development, wellbeing and cultural diversity in combination) was above the family and Wales averages.

In comparison with that of schools with similar proportions of pupils entitled to free school meals, the school's performance, at the expected outcome (Outcome 5) or higher, was in the upper 50% for the Foundation Phase outcome Indicator and mathematical development. It was in the lower 50% for language, literacy and communication skills and personal and social development.

The proportion of pupils achieving a higher outcome (outcome 6) was lower than the family and Wales averages in language, literacy and communication skills and in mathematical development. It was higher than family and Wales averages in personal and social skills.

There is no significant difference in the achievements of boys and girls in the Foundation Phase.

At key stage 2, the percentage of pupils achieving the expected level in the core subject indicator has been lower than family and Wales averages over the past four years. During this period, the proportion of pupils achieving the expected level (level 4) in English and mathematics has improved and in the past two years has been above or close to the averages for the family and Wales. The proportion of pupils achieving the expected level in science has been slightly lower than the family and Wales averages for the last two years.

The school's performance in the core subject indicator placed it among the lowest 25% of schools with similar proportions of pupils entitled to free school meals in three of the previous four years. Whilst the proportion of pupils achieving the expected level in English has been in the upper 50% for the last two years, the percentage of pupils achieving the expected level in mathematics and science has been in the lower 50% for three of the past four years.

The percentage of pupils achieving the higher level (level 5), in all three core subjects has improved over the past four years. In 2012, it was higher than family and Wales averages and placed the school in the top 25% of schools with similar proportions of pupils entitled to free school meals. The school's performance at the higher level has placed it in the lower 50% in two of the previous three years.

The percentage of pupils achieving the expected level in reading, writing and mathematics in combination has improved over the past four years and in 2012 was close to the family averages.

There is no consistent pattern in the relative performance of boys and girls over the past four years. In 2012, boys performed better than girls at the expected levels in English, mathematics and science but girls outperformed boys at the higher levels in all three subjects.

There is also no consistent pattern in the performance of pupils who are entitled to free school meals when compared with that of pupils not entitled to free school meals at key stage 2.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Thirty-five parents or carers completed the questionnaire. Their satisfaction levels are higher than the average for other primary schools in Wales.

All parents say that their children like school and are confident that their children are safe there. They agree that their child was helped to settle when they joined the school. Almost all say that staff treat all children fairly and with respect. All agree that the school encourages their child to eat healthily and take regular exercise. Almost all parents think that the school is well run and all who responded understand what to do if they wish to make a complaint. All parents agree that their child is making good progress and almost all feel that they are kept well informed about their child's progress. Almost all believe that behaviour is good.

All parents think teaching is good and are happy that teachers expect pupils to do their best. They believe that teachers help their child to become more mature and take on responsibility and all who responded say that children are well prepared for the move to the secondary school. All parents agree that the homework given builds well on what their child learns in school. Almost all are confident that their child receives enough additional support for their additional learning needs. Almost all believe that there is a good range of activities including trips and visits.

Responses to learner questionnaires

Forty-three pupils in key stage 2 completed the questionnaire. Responses to nearly all questions were close to the averages for other primary schools in Wales.

Nearly all pupils say that they feel safe in school and that the school deals well with bullying. Nearly all agree that they know whom to talk to if they are worried or upset or are finding their work difficult. Nearly all pupils say that the school helps them to be healthy and provides them with plenty of opportunities to be physically active.

Most feel that they are doing well and almost all think that teachers and support staff help them to learn and make progress. Many think that there are enough resources to enable them to learn effectively and that homework helps them to improve on their work in school. Most believe that children behave well during lunch and break times but a minority do not agree that all children behave well in lessons.

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Hazel Hughes	Team Inspector
Julie Price	Lay Inspector
Rachel Connell	Peer Inspector
Mr Hyde	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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 local authorities.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.