



*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 of visit**  
**Level of follow-up: significant improvement**

**Pontfadog C.P. School**  
**Pontfadog**  
**Llangollen**  
**Wrexham**  
**LL20 7AH**

**Date of visit: April 2013**

**by**

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



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**The monitoring team**

Barry Norris	Reporting Inspector
Meinir Howells	Team Inspector

## **Outcome of monitoring visit**

Pontfadog Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in November 2010.

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: Provide tasks that are closely matched to pupils' abilities and challenge the higher achieving pupils**

This recommendation has been largely addressed.

The school has made good progress in a focusing on the needs of pupils, particularly those of higher ability. It has established a register of its more able and talented pupils. Teachers have used standardised tests and information on pupils' value-added progress to identify pupils' needs more systematically than before. Teachers have visited other primary schools to consider how best to extend and challenge more able pupils. The school has changed its lesson planning framework over the last six months and ensured that teachers give more attention to challenging more able pupils through extension activities.

In a few cases, more able pupils work with older pupils in order to undertake more challenging work, especially in mathematics. However, more able pupils do not always receive enough challenge to improve the quality of their written work. Pupils throughout the school do not present their written work well enough.

### **Recommendation 2: Ensure consistency in the quality of marking and raise pupils' awareness of what they need to do next, with achievable and specific individual targets**

This recommendation has been fully addressed.

The school has implemented a new marking policy and pupils have benefited from the new approaches, and have a good understanding of the marking symbols that teachers use. Pupils regularly use these in marking their own work and the work of their peers. There is now a greater consistency in the quality of teachers' marking between both classes.

Teachers set out learning intentions and success criteria clearly and they assess what pupils have achieved and what they need to do to improve their work effectively. Pupils now have a clear understanding of the teachers' expectations and how to succeed in the tasks set. Teachers use 'two stars and a wish' effectively and these feed into pupils' individual targets. Teachers track progress against pupils' targets carefully over time. Pupils use a range of assessment for learning strategies to help them to assess their own progress. Teachers provide all pupils with opportunities to respond to their written comments about how they can improve their work.

The school has suitable individual targets for every pupil and these are having a positive impact on improving pupils' work. Pupils are fully involved in setting their own targets and have a clear idea of their strengths and areas for development. The school shares the targets for individual pupils with their parents very well.

**Recommendation 3: Continue to develop assessment for learning strategies across the school**

This recommendation has been fully addressed.

There is now a consistent approach in the application of assessment for learning strategies across both classes.

Planning identifies learning intentions clearly and teachers share these effectively with pupils to raise their awareness of what they need to achieve by the end of a lesson. Both teachers use appropriate questioning strategies and these help to build and extend pupils' oracy skills well.

The school has adopted sound approaches for pupils to assess their own learning and the work of others. Teachers' planning includes regular opportunities for self-assessment, peer-assessment and talking partners. Current practices are having a positive impact on the standards most pupils achieve.

**Recommendation 4: Review the school's safeguarding policy and procedures as a matter of urgency and arrange appropriate training for all staff**

This recommendation has been fully addressed.

This recommendation was fully addressed at the time of the last monitoring visit in February 2012.

**Recommendation 5: Improve the rigour of self-evaluation and planning for improvement, and adopt the School Effectiveness Framework**

This recommendation has been fully addressed.

The school's self-evaluation processes have improved greatly over the last six months since the new headteacher took up her post.

The post-inspection action plan is thorough and detailed. The governing body reviews the plan regularly. The school keeps parents well informed about the post-inspection action plan and its implementation. There is a monthly tracking sheet which allows governors and staff to check progress.

The quality of self-evaluation has benefited from staff visits to other schools to observe good practice and from cross-moderation of work across the three schools within the federation. The self-evaluation report and school improvement plan focus well on standards and use a suitable range of information on pupils' achievement and progress. The governing body, parents and pupils contribute appropriately to the self-evaluation process. Planning and self-evaluation documents have clear

targets and timescales. They allocate staff and financial resources to developments appropriately. The school has taken forward improvement planning systematically and delivered improvements in line with the School Effectiveness Framework.

The structures and processes for leading, managing and improving the school are sound and prospects for improvement are good.

### **Recommendations**

In order to maintain and improve on the progress already made, the school should continue to work towards meeting the inspection recommendation that has not yet been fully addressed. The school should also seek to improve the presentation of pupils' written work.