

Monitoring

of

Pontfadog Primary School

Pontfadog
Llangollen
Wrexham

School number: 6652143

Date of Section 28 inspection: November 2010

Pontfadog Primary School was inspected in November 2010 and judged as requiring Estyn monitoring. Estyn undertook a monitoring visit in February 2012 focusing on the key issues identified in the Section 28 inspection.

Outcome of the monitoring visit

Pontfadog School has not made enough progress in the key areas for action identified in the Section 28 inspection of the school in November 2010. As a result, and in accordance with the Education Act 2005, Her Majesty's Chief Inspector of Education and Training in Wales is of the opinion that this school is in need of significant improvement. 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 12 months after the publication of this report.

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 partly addressed.

The school has adopted a more flexible approach to meeting the needs of more able pupils. Teachers' planning shows that they have a good knowledge and understanding of the abilities of individuals within their class. They are beginning to incorporate differentiated success criteria into their planning to challenge higher ability pupils.

In 2011, there was an increase in the number of pupils attaining the higher levels in end of key stage teacher assessments, particularly at level 5 in key stage 2. However, this improvement is not consistently evident in lessons or in pupils' books. In general, teachers do not have sufficiently high expectations of what pupils can achieve and often accept work of a poor standard and presentation. A continuing over-reliance on worksheets in both key stages across the curriculum means that pupils' ability to write independently is not developed 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 partly addressed.

The quality of teachers' marking is inconsistent. Although most lessons have clear learning intentions, teachers do not always use these to assess effectively what pupils have achieved and what they need to do to improve their work.

Inappropriately positive comments occasionally give pupils a false impression of the standards they achieve, particularly in their written work. Where teachers' comments highlight areas for improvement, teachers do not follow these through with sufficient rigour to bring about improvements.

The school has begun to introduce individual pupil target-setting. However, this is yet to have a positive impact on the quality of pupils' work. Teachers do not use targets well enough to set high expectations for pupil achievement in lessons. Pupils do not have a clear idea of their strengths and areas for development.

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

This recommendation has been partly addressed

Assessment for learning strategies are at an early stage of development and are not yet applied consistently across the two classes. Planning identifies learning intentions but teachers do not always share these effectively with pupils to raise their awareness of what they need to achieve by the end of a lesson. The use of open-ended questioning is developing but is inconsistent in ensuring teachers build upon and effectively develop pupils' oracy skills. Strategies relating to assessment for learning such as 'talking partners' are not well defined in teachers' planning and do not feature as a strong element in lessons. Older pupils' ability to undertake self and peer assessment is not sufficiently developed.

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.

The school has appropriately reviewed its safeguarding policy and procedures in Autumn 2011. The policy now contains all the required statutory information including the names of the two designated persons responsible for safeguarding. All members of staff have received training provided by the local authority. As a result, they are aware of the signs of different types of abuse and what action to take.

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

This recommendation has been partly addressed.

All stakeholders are involved in the self-evaluation process. Staff have a better understanding of the school's data and how to use it in evaluating the school's performance. Scrutiny of pupils' work, classroom observations and learning walks have been undertaken to raise the awareness of leaders and managers of standards. However, the school has not made sufficient use of the information gained from self-evaluation to improve pupils' achievements.

The school's current self-evaluation report is based on the Estyn framework. However it is not evaluative enough. The report does not focus sufficiently on raising standards and does not identify areas for improvement clearly to inform development planning. The school's improvement plan does not focus sufficiently on the specific steps needed to bring about the required improvements and does not identify specific targets and realistic time scales.

Staff and governors have a better awareness of the School Effectiveness Framework, but this has not yet impacted sufficiently on the school's strategies for improvement planning.

Recommendations

In order to improve, the school should:

- R1 ensure that higher ability pupils are appropriately challenged to achieve higher standards;
- R2 improve individual target setting and the quality of marking to give pupils clear guidance on how to improve their work;
- R3 continue to develop assessment for learning strategies across the school; and
- R4 ensure that self-evaluation is clearly focused on raising pupils' standards of achievement.