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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Presteigne C.P. School
Slough Road
Presteigne
Powys
LD8 2NH**

Date of inspection: 5 April, 2011

by

Dorothy Morris

under contract to

**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

Presteigne Primary School is located in the small country town of Presteigne, on the Welsh-English border, and is maintained by Powys local authority. Pupils attending the school come from the town and the surrounding rural areas. There are 161 pupils, aged three to eleven years old, on the school roll. School numbers have decreased over recent years.

The school describes the area which it serves as neither economically prosperous nor disadvantaged. Three per cent of pupils are entitled to free school meals; a figure which is significantly below the local authority and national averages.

Pupils attending the school represent the full range of ability. Currently, eight per cent of pupils are designated as having additional learning needs including one pupil with a statement of special educational needs. This figure is considerably below the local authority and national averages.

Nearly all pupils come from homes where English is the predominant language. One pupil is learning English as an additional language and there are a very few pupils who come from minority ethnic backgrounds.

The school has achieved many awards. It is an accredited Healthy School and has achieved Eco School status. It has gained the Basic Skills Quality Standard and Active Marc Cymru.

The current headteacher was appointed in September 2000.

The 2010-2011 individual school budget per pupil for Presteigne C P School is £3320 which compares with a maximum of £11812 and a minimum of £2891 for primary schools in Powys. The school has the 74th highest budget per pupil out of the 101 primary schools in Powys.

Summary

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

Current performance

Presteigne Primary School is a good school because:

- pupils make good progress in learning throughout the school;
- teaching is good overall;
- the headteacher's very good leadership skills promote effective teamwork at all levels;
- pupils benefit from an interesting and varied curriculum of good quality;
- pupils have well-developed social skills and their behaviour is outstanding;
- the inclusive ethos of care and support successfully promotes pupils' learning and development.

Prospects for improvement

The school has good prospects for improvement because:

- all staff share the same vision and work as a cohesive team;
- there is a commitment to school improvement;
- there are well-established systems which plan, monitor and review provision effectively;
- new initiatives are well-focused and improve learning;
- there is good use of an extensive range of partnerships;
- pupils feel valued and are well-supported.

Recommendations

In order to develop further, the school needs to:

- R1 extend the good features in pupils' attainments at the end of key stage 2;
- R2 strengthen pupils' Welsh language skills;
- R3 extend the good practice in marking more consistently across the school;
- R4 provide more opportunities for the younger children to make regular use of their information and communications technology (ICT) skills.

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Children's attainment on entry is good overall. School data shows that pupils make good progress in their learning during their time in school.

Over the last four years, pupils' performance at the end of key stage 1 in the core subject indicator (CSI), the expected level in English, mathematics and science in combination, has been above the family of schools, local authority and national averages in most years. Pupil performance in English and science is consistently above the family of schools, local authority and national averages, and also in mathematics in most years. When compared to similar schools nationally, based on entitlement to free school meals, the overall results place the school in the upper quarters in most years.

Over the last four years, the percentage of pupils achieving the CSI at the end of key stage 2 is consistently above the local authority and national averages but is below the family of schools in most years. Pupil performance in science is above local authority and national averages. In English, which demonstrates an upward trend, and in mathematics pupil performance is similar to or above the local authority and national averages. When compared to the family of schools' outcomes, pupil performance fluctuates. It is similar to or below in science and mathematics, but is below in English in most years. When compared to similar schools nationally, based on entitlement to free school meals, the overall results place the school in the third quarter in most years.

Pupils' performance at the higher level 3 has been above the averages for the local authority, national and family of schools in English and mathematics in most years but has fluctuated in science. At the end of key stage 2, the performance of pupils at the higher level 5 is more variable. It is above the local authority and national averages in English, mathematics and science in most years. Outcomes fluctuate when compared to the family of schools' averages. In 2010, the percentage of pupils attaining level 5 in English and mathematics was significantly above the averages for the local authority, national and family of schools; this is a very good outcome.

There are no consistent differences in the performance of boys and girls although there are variations. Level 3 outcomes, for example, indicate that boys' performance is better than the girls in science and mathematics in most years but girls' performance is better in English. Outcomes at the end of key stage 2 indicate some variations in the performance of boys and girls in English and mathematics.

Pupils with additional learning needs make good progress and achieve their targets. Pupils entitled to free school meals make consistent progress and achieve well relative to their ability and stage of development.

Pupils' independent learning skills are good and they apply their thinking and problem-solving strategies effectively in their work across the curriculum. Older key stage 2 pupils, for example, make skilful use of their skills in subjects such as history. As they proceed through the school, pupils' ability to use self-assessment strategies to measure their own progress develops well. Many older pupils discuss their learning and how they can improve the quality of their work confidently and with good understanding.

Pupils' listening skills are outstanding. All pupils listen well and are attentive in class. Their speaking skills are very good overall with many older pupils expressing ideas and opinions in a mature and highly reflective manner. This is an outstanding feature. Pupils write independently and generally with good accuracy. Older key stage 2 pupils, for example, demonstrate a good command of a range of writing skills in their work on the Second World War. Most pupils read well and use their skills purposefully to research and investigate across the curriculum. Across the school, pupils apply their number skills and ICT skills to a good standard and in a range of contexts.

Standards in Welsh are adequate. Across the school, the majority of pupils understand and respond accurately to greetings and instructions during lessons, registration periods and collective worship. As they move through the school, pupils generally are developing a basic vocabulary and appropriate sentence patterns. A few pupils, particularly in upper key stage 2, apply their Welsh language skills with increasing accuracy when responding to questions about themselves, their likes and dislikes. Across the school, pupils demonstrate good attitudes to learning the language but lack a sufficient grasp of a range of patterns and vocabulary to communicate confidently in different situations.

Wellbeing: Good

Nearly all pupils are well-motivated and keen to learn. They have positive attitudes to healthy eating and exercise and are knowledgeable about the importance of pursuing a healthy lifestyle. Extra-curricular sports clubs are well-attended.

Pupil behaviour is outstanding both in the classroom and in the wider school environment. They are courteous to staff and relate well to other pupils. Attendance levels at around 95% are above local and national averages and pupils are punctual at the start of the school day.

Pupils acquire a good range of social and life skills through active participation in the wide range of extra-curricular activities and by contributing to activities in the community such as music and sports events, and environmental projects. They are well-prepared for life and work outside school.

Pupils who are members of the school council and eco committee are very clear about their roles and responsibilities and are proud of their achievements. Their contribution to many of the developments in the school grounds, for example, is of high quality demonstrating good planning and decision making skills. In discussion, they confirm that they contribute to the development of school policies and promote

initiatives to develop pupils' understanding of healthy eating. They also help organise fundraising activities such as sponsored sporting events.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide range of learning experiences across the curriculum and these meet the needs of pupils well. Teachers plan carefully to include relevant opportunities for pupils to develop and apply their key skills in different contexts. This includes offering pupils regular opportunities to contribute to planning the topics to be studied. In best practice, provision to develop pupils' wider skills of thinking and working together are very effective features. Across the school, there is a good emphasis on responding to the needs of pupils with additional learning needs.

The school is developing its provision for Welsh language and bilingualism. Activities engage pupils' interest but planning to promote the progressive development of Welsh language patterns and key vocabulary is less well established. There are good opportunities for pupils to learn about their locality, and the history and culture of Wales.

Through the curriculum, specific projects and the work of an active Eco committee, provision to develop pupils' knowledge and understanding of sustainable development and global citizenship is a strong feature.

Teaching: Good

The quality of teaching is good overall. The very good working relationships between pupils and staff create a positive learning environment. Teachers have high expectations and interact effectively with pupils during class and group discussions. They have a secure understanding of the curriculum and organise the learning well to ensure that tasks are appropriate to pupils' ages and ability. There is good use of a range of teaching strategies and suitable resources to engage and motivate learners of all ages. In a very few classes, there is on occasion an over reliance on worksheets. Across the school, support staff make an important contribution to the learning.

Progress across the curriculum is regularly assessed at individual, group and class level and teachers successfully identify and plan the next steps in pupils' learning. The school has developed an effective whole school tracking system and the data acquired is evaluated thoroughly to monitor progress. Pupils' work is marked regularly and oral feedback is positive. In the best examples, teachers' written comments offer pupils clear guidance on the ways forward.

Assessment for learning strategies are embedded across the school and contribute well to improving pupils' work. In key stage 2, in particular, teachers make imaginative use of use a range of strategies to actively involve pupils in evaluating their learning and progress.

Parents are kept well-informed about their children's achievements and development.

Care, support and guidance: Good

The school is a well-ordered community with clearly understood rules and procedures. It liaises effectively with external agencies to acquire additional information and guidance when needed. There is good attention to promoting the benefits of a healthy lifestyle, including the importance of healthy eating and regular exercise. The school has an appropriate policy and procedures for safeguarding.

Good quality experiences promote pupils' spiritual, moral, social and cultural development. During collective worship, for example, a focus on protecting the environment is used very effectively by pupils to highlight the importance of safeguarding God's world.

Good procedures and systems are utilised to identify, support and monitor pupils with additional learning needs. Individual education plans are appropriate and are regularly reviewed and evaluated in consultation with pupils and parents. Pupils make the expected progress towards the targets set for them. There is good provision to provide additional support for pupils alongside their peers with some basic skills intervention through withdrawal groups. More able and talented pupils are appropriately challenged through carefully planned tasks and activities.

Learning environment: Good

The school has a strong ethos of inclusion. Staff actively promote equal opportunities and access for pupils to all areas of the curriculum and extra-curricular provision. The successful inclusion of pupils with physical disabilities is an outstanding feature of the provision. Appreciation of the diversity of other faiths and cultures is effectively promoted through the curriculum and special themed celebrations.

The physical environment for learning is of a high standard. The accommodation, including a well-equipped music room, library and computer suite, is used fully to deliver the curriculum and for after school activities and community use. The building is well-maintained and the displays of pupils' work and achievements contribute to creating an attractive learning environment. Learning resources are up-to-date and suitably matched to pupils' needs across all curriculum areas. The attractive grounds provide additional learning resources for pupils.

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

The headteacher's very good leadership skills promote successful teamwork in developing the school as a learning community. She is well-supported by the deputy headteacher and senior leadership team in communicating a clear vision and sense of direction. All members of staff collaborate effectively and are committed to

promoting good quality teaching and learning. Planning and monitoring procedures, including the use of data, are used well to set an appropriate agenda to take the school forward.

The governing body fulfils its statutory obligations and takes a keen interest in the school. Members are well-informed about school performance through regular reports and updates from the headteacher and deputy headteacher. This is supplemented appropriately by governor visits to observe aspects of provision and for liaison and consultation with members of staff.

The school gives good attention to national and local priorities and has identified strategies to develop the provision for the Welsh language as a priority. The Foundation Phase, assessment for learning strategies and the Skills Framework are being implemented effectively.

Improving quality: Good

The school has well-established strategies to evaluate its own provision and performance. It gives good attention to the views of parents, staff and governors. The input of the pupils' voice is an increasingly important element of the school's approach. The comprehensive self-evaluation report produced for the inspection identifies appropriate strengths and areas for development.

There are very clear links between the outcomes of regular monitoring activities, including the analysis of performance data, and planning for improvement. This is reflected in the detailed school improvement plan which includes appropriate targets, which are prioritised. Targets are reviewed and monitored regularly.

The development of professional learning communities within the school enables staff to share their knowledge and promote good practice in aspects such as teaching and assessment, provision for physical education and extending pupils' communication skills.

Performance management objectives support the targets identified in the school development plan and are closely linked to national priorities, taking into account individual training needs. Opportunities for support staff to gain further qualifications or extend their skills in Welsh, for example, are good initiatives.

The school has made good progress overall in addressing the recommendations of the previous inspection. Through very successful initiatives, pupils across the school are now regularly involved in assessing their own learning, and their knowledge of the world of work and of enterprise has significantly improved. Although the school is focussing appropriately on extending its provision for the Welsh language, developing pupils' language skills remains an area for improvement.

Partnership working: Good

The school works well with a wide range of partnerships including parents, other schools and community organisations, which enrich pupils' learning and wellbeing. Parents are very supportive of the school, are kept informed and are involved in

many aspects of school life. There are beneficial links with the playgroup and good transition arrangements ensure smooth transition from Year 6 to the secondary school. The headteacher and staff work closely with cluster schools on curriculum planning initiatives and in sharing good practice. The headteacher's involvement in a wider network of school improvement programmes impacts well on the school's provision.

Community partnerships are strong. These links are valued and used effectively as a learning resource. Work-related visits utilise local expertise and extend pupils' learning experiences. The community in turn makes regular use of the school's facilities.

Resource management: Good

The school manages its budget well and successfully maintains appropriate staffing levels. Staff are appropriately qualified and are suitably deployed. Appraisal and performance management systems for all staff are well-established and meet the requirements of workforce remodelling. Teachers' planning, preparation and assessment time is managed effectively to develop curricular provision.

Learning resources and the accommodation are managed well overall. The ICT suite is used effectively by the pupils. Nevertheless, there is insufficient provision of computers in the Foundation Phase to ensure regular access for younger children. The budget is monitored and reviewed regularly and spending is carefully targeted to the priorities for improvement. The school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Nearly all parents/carers completed the questionnaire and responded positively to all the questions. They state that their children are happy and safe in school, settle in well and are encouraged to be healthy. They believe that behaviour is good and that pupils are respected and treated fairly. They add that the teaching is good and that their children are making good progress and are prepared well for secondary school. They feel that they as parents/carers are kept well-informed about their children's achievements. They think the school is well run and find staff approachable if they have any questions or concerns.

Responses to learner questionnaires

Almost all the key stage 2 pupils completed the questionnaire and members of the inspection team spoke to pupils during the inspection. The children state that they feel safe in school, learn how to be healthy and get regular exercise. They add that pupils behave well. They think that they do well and that the teachers and other adults help them to learn. They are of the view that there are enough resources to enable them to learn effectively.

Appendix 2

The inspection team

Dorothy Morris	Reporting Inspector
Eva John	Team Inspector
Dylan Jones	Lay Inspector
Cheryl Barker	Peer Inspector
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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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 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	R	Y1	Y2	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:

Key stage 1	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