

**MONITORING**  
**OF**  
**PRIORY CIW PRIMARY SCHOOL**

**Pendre Close**  
**Brecon**  
**Powys**  
**LD3 9EU**

**SCHOOL NUMBER: 6663318**

**DATE OF INSPECTION: OCTOBER 2010**

Priory CIW Primary School was inspected in October 2010 and judged as requiring significant improvement. As part of the Welsh Government's requirements for schools requiring significant improvement, Estyn undertook a monitoring visit in January 2012 focusing on the key issues identified in the section 28 inspection.

**Outcome of the monitoring visit**

Priory CIW Primary School is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in October 2010. As a result of this progress Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

**Progress since the last inspection**

**Recommendation 1: Develop effective self-evaluation procedures so that these accurately identify areas where the school needs to make improvements.**

This recommendation has been largely addressed.

Senior leaders have introduced a good range of effective self-evaluation procedures that enable them to identify targets for improvement accurately. Governors and members of the senior leadership team now use an appropriate range of first-hand evidence to judge how well the school is performing. This includes data analysis, lesson observations, scrutiny of teachers' planning and pupils' work, and listening to learners. Most stakeholders now contribute effectively to self-evaluation and this has improved everyone's understanding of the school's performance.

There are rigorous procedures in place for teachers and senior leaders to monitor progress towards targets and highlight further areas for improvement. This has had a significant impact on standards in several key areas, particularly in improving pupils' writing skills across the curriculum, and on pupil involvement and independent learning skills. Governors are well-informed about the school's progress, and many now challenge the school more effectively in relation to its performance.

Although the main focus during the past year has been the post-inspection action plan, new procedures have already accurately identified areas where the school needs to make improvements in the future. These include the effective implementation of the Foundation Phase in Year 2.

Leaders now need to focus their evaluations of school improvement more closely on the impact on pupil standards.

**Recommendation 2: Put in place consistent strategies to improve the behaviour of a significant minority of pupils.**

This recommendation has been fully addressed.

Instances of poor behaviour have decreased considerably. Behaviour around the school and in lessons observed is good.

Staff have worked together effectively in a professional learning community to review the discipline policy and to agree procedures that are clear and consistent. The reviewed policy outlines the school's agreed positive behaviour strategies and promotes good self-discipline. Strategies are appropriate and include rewards and sanctions for individuals and whole classes. Teachers and support staff have high expectations for pupil behaviour. They draw on a good range of behaviour strategies and apply them consistently throughout the school. Staff plan lessons effectively to encourage pupils to develop their independent and team-working skills and this has helped to develop pupils' self-discipline. Increased interventions with pupils who have special needs have helped to reduce disruptive behaviour in class.

There are good opportunities for pupils to agree class rules that help them to be considerate and respect each other's right to learn. This strategy is effective in developing pupils' understanding of the class and the school as a community. There are appropriate reminders to pupils of how to behave in corridors and outside and pupils move around the school in an orderly way. Pupils understand the school's expectations and rules, and feel that they are fair.

**Recommendation 3: Develop pupils' key skills of listening, writing, numeracy and ICT across the curriculum.**

This recommendation has been largely addressed.

The school has made good progress in developing pupils' key skills across the curriculum, particularly in listening, writing and information and communication technology. The governing body has appointed a skills coordinator and she has given clear leadership to a professional learning community in the school. Members of the group have audited the school's skills provision, researched ways of developing and applying key skills across the curriculum and developed appropriate planning. The coordinator provides effective professional development for teachers. For example, training in the use of different text types and their application in different subject areas has had a clear impact on standards of pupils' writing,

The coordinator monitors planning regularly to ensure that pupils' skills progress in line with their needs. Teachers include opportunities to develop a relevant range of key skills in all lessons. Overall, pupils show good understanding of the skills they are using and how those skills help them to complete tasks and improve their learning.

As a result of the focused work undertaken in this area, most pupils listen attentively. Many demonstrate good standards in writing for a range of purposes across the curriculum. Most use a good range of information and communication technology skills to enhance the presentation of their work, research topics on the internet and present and interrogate data.

The school has not yet fully addressed numeracy across the curriculum. However, there are clear plans in place to address this in the current academic year.

**Recommendation 4: Extend opportunities for pupils to be involved in their own learning and introduce pupil target setting.**

This recommendation has been fully addressed.

There are good opportunities in place in all classes for pupils to be involved in their own learning. Pupils of all ages often make choices about how and what they learn in relation to a topic. Teachers consistently share learning objectives with pupils so that they understand what they are learning and why. Many pupils are involved in setting success criteria and have good opportunities to assess their own work and that of others at a level appropriate to their age and stage of development.

Pupil target setting is now in place in all classes. Foundation Phase pupils speak confidently about their personal targets and how they aim to achieve them. Older pupils help to formulate their targets and review them every week. This means that nearly all pupils are motivated about their learning and participate fully in activities. This has helped to improve behaviour and engagement in learning significantly.

### **Recommendation 5: Review management responsibilities to address the current needs of the school.**

This recommendation has been largely addressed.

The appointment of a skills coordinator with a clear job description has helped the school to address many of its current needs by providing the senior leadership team with more flexibility. The headteacher and deputy headteacher have focused more effectively on self-evaluation and school improvement planning and the school has made good progress in improving provision and standards. Leaders have reviewed the role of the subject coordinators and members of staff have made good progress in reviewing and developing their areas of expertise.

There are job descriptions in place for the deputy headteacher and the new headteacher. These documents outline their responsibilities in broad terms, but they need further refinement to ensure that specific roles and responsibilities are clear and appropriately shared.

Many members of the governing body have received training to undertake their roles and responsibilities more effectively. A few have developed links with specific classes and have contributed to self-evaluation, by undertaking classroom observations and learning walks. They now have a clearer understanding of the work of the school and its performance in relation to other, similar schools.

### **Recommendations for improvement**

In order to maintain and improve on this progress, the school needs to:

- R1 focus more closely on evaluating the impact of improvement strategies on pupil standards;
- R2 implement the Foundation Phase effectively in Year 2;
- R3 further improve standards in numeracy across the curriculum; and
- R4 refine the roles and responsibilities of all members of the senior leadership team.