



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Knighton C.I.W. School  
Knighton  
Powys  
LD7 1HP**

**Date of inspection: November 2019**

**by**

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

## About Knighton C.I.W. School

Knighton Church in Wales Primary School is a voluntary controlled church school in the small border town of Knighton in Powys. There are 203 pupils on roll, aged from 3 to 11 years, including 13 part-time nursery pupils. There are seven classes in the school, four of which are mixed-age classes. The school has an area resource base specialist centre. Pupils who attend the resource provision have a wide range of additional needs.

English is the predominant language for nearly all pupils. A very few pupils come from minority ethnic backgrounds. A very few pupils speak Welsh at home. The three-year average of pupils eligible for free school meals is around 6%, which is well below the Wales average of 18%. The school identifies around 18% of pupils as having special educational needs, which is below the national average of 21%.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately.

The headteacher took up her post in 2015. The school's previous inspection was in June 2014.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Staff create a happy, caring and inclusive ethos at the school, which fosters a supportive learning environment for pupils. The positive relationships between pupils and between pupils and adults are a strength of the school. As a result, nearly all pupils behave well and demonstrate positive attitudes to learning. They treat their peers, staff and visitors with respect and take pride in their school.

Teachers provide interesting learning experiences for pupils, which meet most pupils' needs successfully. Nearly all pupils enjoy their learning and participate enthusiastically in lessons. As a result, most pupils, including those with additional learning needs, make good progress from their differing starting points as they move through the school.

The headteacher provides effective leadership, which provides a clear strategic direction for the school. Staff are dedicated and enthusiastic and show a strong commitment to promoting continuous and sustainable improvements.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Ensure that all pupils are challenged to achieve to the best of their ability
- R2 Extend the opportunities for outdoor learning in the foundation phase
- R3 Improve pupils' Welsh speaking skills, particularly in key stage 2
- R4 Strengthen the role of governors in evaluating the work of the school

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

## Main findings

### Standards: Good

Most pupils, including those with special educational needs (SEN), make good progress in their learning and achieve well. Pupils in the area resource base specialist centre respond well to the care and support they receive and make good progress towards their individual targets.

Across the school, most pupils listen attentively to their teachers and to each other. From an early age, pupils in the foundation phase talk purposefully during activities and play sessions. They express their ideas well and speak with enthusiasm when, for example, they describe how they would try to persuade the bad wolf to be friends with the three little pigs by having a party. By Year 6, most pupils are articulate and confident speakers. They share suggestions well and use a good range of vocabulary when discussing, for example, renewable and non-renewable fuels.

In the foundation phase, many pupils make strong progress in developing their reading skills. Pupils in reception are eager to share books with a visitor and recall in detail stories that they have shared in class. By Year 2, many pupils read confidently using their knowledge of letters and sounds effectively to decipher unfamiliar words accurately. They talk enthusiastically about the types of books they enjoy and their favourite authors. Most pupils in key stage 2 read fluently with good expression enjoy selecting challenging texts. By Year 6, many pupils apply their reading skills effectively to support their learning in different subjects. More able pupils skim and scan a text successfully to gain its meaning and infer information successfully. Nearly all use reference books, dictionaries and thesaurus effectively, for example when creating a piece of collaborative writing.

In the foundation phase, most pupils develop their writing skills successfully. Younger pupils in the use emergent writing well, for example to record a fact file on wolves. By Year 2, many write imaginatively at length and include a range of interesting vocabulary when they retell the story of Jack and the Beanstalk. Nearly all pupils space words appropriately, use simple punctuation well and spell most words accurately. Most pupils in key stage 2 use their extensive vocabulary well to engage the reader successfully. For example, Year 6 pupils use imaginative vocabulary to identify characters and create scenes and dialogue creatively when writing a murder mystery. Across the school, pupils use the skills they learn in English to good effect in other subject areas. By Year 6, most pupils produce high quality, well-structured writing, for example when learning about the development of the film industry.

In the foundation phase, nearly all pupils make strong progress in their mathematical development. They have well-developed number skills, and a sound grasp of shape and data. They use these skills well, for example when preparing a pictogram and block graph about their favourite fruit based on the story of Handa's Surprise. By Year 2, most pupils have a good understanding of money and apply their skills confidently, for example when recording which coins the wolf would need when he went out shopping. Most pupils in key stage 2 use an increasing range of written and mental strategies accurately to calculate and show a good recall of multiplication

facts. They build on their understanding of place value to use decimals and fractions successfully. By Year 6, most pupils solve multi-step problems successfully, for example when calculating the cost for a family to visit the cinema.

In the foundation phase, most pupils make suitable progress in their spoken Welsh and use the language correctly as part of class routines. They ask and respond to simple questions independently following basic patterns, for example when talking about themselves or describing the weather. In key stage 2, many pupils respond appropriately to familiar questions, for example when sharing personal information. Many read short texts accurately and, by Year 6, write well using familiar vocabulary, for example when writing a letter to Mr. Urdd. However, pupils in key stage 2 do not use their oral Welsh language skills confidently enough in other areas of the curriculum and around the school. This limits the progress they make.

Most pupils make purposeful use of their information and communication technology (ICT) skills to support their work across the curriculum. By Year 2, many pupils use a wide range of applications on tablet computers to support their learning, for example when creating an invitation to a fairyland character's party. They use a simple database confidently to record the size of their classmates' feet. Most pupils in key stage 2 use their ICT skills successfully to write, edit and re-draft their work and present their research findings through multimedia presentations. By Year 6, many pupils create and use databases and spreadsheets successfully, for example to support their work on South American rivers. Nearly all pupils understand how to keep safe online.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils enjoy coming to school and are confident in the school environment. The warmth and strength of the working relationships between pupils and staff mean that pupils feel safe in school and know what to do if they are worried or anxious. Nearly all pupils behave well in lessons and around the school. They are caring, tolerant and respectful towards each other and to adults. They listen carefully to what their friends and teachers say and respond to their ideas considerately. Nearly all pupils show care and concern for each other at lunchtime and play well together. They show a caring attitude towards pupils in the resource provision. Most pupils in the area resource provision begin to develop their social awareness and their understanding of fairness, emotions and respect for others successfully. Nearly all manage their behaviour for most of the time and show respect to staff and others.

Nearly all pupils are proud of their school and are keen to share their work. Most have positive attitudes towards their learning. They settle in lessons quickly, concentrate well on their learning and focus effectively on tasks and activities. This contributes successfully to the ethos of effective learning in the school and has a positive effect on many pupils' standards and wellbeing. Throughout the school, pupils have good opportunities to have a say in what and how they learn. They show an increasing ability to plan jointly and express an opinion about what they learn. From an early age, many pupils have a good understanding of what they do well and what they need to do to improve their work. They make effective use of self and peer assessment to evaluate their work and that of other pupils in order to identify and to make improvements. This improves their self-confidence and supports their progress as they move through the school well. As a result, by Year 6, many are capable, confident and resilient learners and show delight in their learning.

Many pupils take on responsibilities that have a positive impact on the life and work of the school. For example, members of the enthusiastic Criw Cymraeg promote the use of Welsh, for example by leading weekly assemblies, sharing words and phrases of the week and rewarding pupils for speaking Welsh in informal situations during the day. This has a positive impact on pupils' enthusiasm for the language. Pupils ask for a Guarding Angel group so that they can be supported by the headteacher to work through a child-led, no-blame problem-solving approach to friendship and behaviour issues. Pupils acting as emotion coaches also help other pupils make good behaviour choices at playtime. These strategies help to ensure happy playtimes, to resolve conflict and to make sure that no one is left out at playtimes.

Pupils are active in supporting various charities such as Comic Relief and Sports Aid. This has a positive effect on their awareness of the needs of others in their community and the wider world. Many pupils actively participate in campaigns to improve their community such as bulb planting, contributing to the local foodbank and writing to local businesses to co-ordinate recycling, litter picking and saving the local sports centre and library. Through the termly Pupils2Parliament project, Year 6 pupils engage in debate, which helps them to understand local, national and global issues.

Most pupils understand the importance of eating healthy food, for example they eat healthy snacks at break times and drink water regularly. They understand the benefits of joining in physical activity to improve their health and wellbeing. They participate enthusiastically in games sessions and extra-curricular activities such as the daily mile and after-school sports clubs. Year 5 and 6 pupils go on a residential trip to an outdoor adventurous centre. This helps them to develop good social, creative, team building and physical skills.

### **Teaching and learning experiences: Good**

Teachers and support staff work well together to plan and deliver a wide range of learning experiences that engage most pupils' interest effectively. They form a good working relationship with pupils. They know the pupils well and provide them with effective support while they work and interact with their peers. They manage the behaviour of pupils successfully. Staff in the resource base have very secure knowledge and understanding of how best to support their pupils' varied learning needs. This ensures a positive and supportive learning environment in all classes.

Teachers have good, up-to-date subject knowledge and use a variety of effective teaching methods which motivate pupils to learn. They link their lessons effectively to previous learning, explain new concepts clearly and share clear learning objectives with pupils. This ensures that most pupils understand what they need to do to be successful. Support staff work alongside teachers skilfully and contribute effectively to pupils' learning. This ensures valuable support for individuals and specific groups of pupils. In a few of classes, where teaching is at its best, imaginative presentations and the pace of lessons are a strong feature of teaching. In these classes, teachers have very high expectations and use open-ended questions very successfully to encourage pupils to think for themselves. As a result, pupils have the confidence to try, and undertake tasks enthusiastically and independently. This strengthens their commitment to their work successfully. In a few classes, where teaching is less effective, teachers do not always match tasks well enough to the wide range of ability

within the class in order to challenge all pupils to achieve to the best of their ability. Occasionally, they guide activities too much, which limits opportunities for pupils to take responsibility for their own learning.

Across the school, teachers provide their pupils with effective feedback and intervene sensitively. This supports pupils at appropriate times during the lesson. They regularly encourage pupils to discuss aspects of their work in pairs and groups. As a result, by Year 6, many pupils respond with maturity and have a good understanding of what they have achieved and what they need to improve.

Teachers have incorporated the main purposes of the revised curriculum for Wales into their planning carefully. They have adapted the themes and topics they deliver to ensure that they provide meaningful opportunities for pupils to learn. They provide worthwhile opportunities for pupils to share their ideas and interests at the start of new topics. As a result, pupils are becoming increasingly involved in shaping their own learning.

Teachers in the foundation phase plan an effective balance of activities led by staff and opportunities for pupils to work independently in the learning areas. They provide exciting and purposeful activities for pupils to develop their skills. For example, younger pupils use mathematical apparatus well to measure the size of the giant's feet and compare them to their own. However, teachers do not plan enough regular opportunities for foundation phase pupils to access the outdoor areas. Teachers in key stage 2 plan effectively for pupils' learning using a thematic approach that provides good coverage of all subjects. This extends most pupils' knowledge and understanding successfully. Teachers provide meaningful opportunities for pupils to practice their literacy, numeracy and ICT skills across all areas of learning. For example, younger pupils in key stage 2 pupils write letters to a local cinema to gain information about building their own local cinema. Older pupils use their numeracy skills well to predict the number of games a netball team would play if they joined an additional league.

Teachers develop pupils' Welsh language skills well during specific Welsh language lessons. However, they do not provide pupils, particularly in key stage 2, with enough opportunities to practise and use their oral skills in other areas of the curriculum enough. This limits the progress they make. Teachers plan interesting opportunities for pupils to develop an understanding of Welsh history, geography and the culture of Wales successfully through visits, for instance to Powys Castle to learn about local food, and through researching the work of Welsh artists such as Lynn Lloyd and Mary Herbert.

### **Care, support and guidance: Good**

The school is a caring community, where staff and pupils show a high level of respect for each other. Staff know the pupils well and respond sensitively and effectively to their emotional and social needs. The supportive ethos and the quality provision at the school enable most pupils to develop positive attitudes to learning and good co-operation and social skills. Staff in the resource provision provide sensitive and well-structured support in a caring environment. This meets pupils' social and emotional needs particularly well.



School leaders track and monitor pupils' progress rigorously as they move through the school. Staff use this information well in order to identify pupils who need additional support in literacy and numeracy and to provide intervention where necessary. Well-trained staff deliver the structured programmes effectively. The school provides well for pupils who have special educational needs. The individual education plans for these pupils include specific targets for improvement, and staff provide well-planned support to help them achieve them. As a result, most identified pupils make good progress from their individual starting points. Intervention sessions that focus on pupils' wellbeing are effective and they enable most pupils to participate in lessons successfully, enriching their self-esteem and co-operation skills.

Provision in the area resource base specialist centre is effective. Staff collaborate very well to provide effective learning experiences for nearly all pupils. They provide pupils with detailed learning programmes, which have a positive impact on their individual progress. This ensures that pupils take a full part in their learning according to individual ability and assess confidently their progress towards meeting their personal targets. The positive working relationships and fluid arrangements between the resource provision and mainstream classes benefit staff and pupils alike. All staff ensure that the resource base pupils integrate well with other pupils wherever possible and participate fully in the life and work of the school. Staff in the resource provision and in mainstream classes work effectively with specialist agencies that provide them with valuable support and guidance to address the needs of specific pupils.

Through regular assemblies and curriculum work, staff provide valuable opportunities for pupils to celebrate diversity and develop their spiritual, moral and social understanding. This helps them to learn about important values, such as trust, self-belief, perseverance and tolerance. Staff encourage pupils to be responsible citizens and develop empathy towards others, for instance through raising funds for local and national charities. This has a positive effect on their awareness of the needs of others in their community and the wider world. Staff provide worthwhile opportunities for pupils to take on responsibilities, for example as digital leaders or playground pals and as members of the friendship group or the eco committee. As a result, many pupils have a good understanding of how their collective actions contribute to the wider benefit of the community.

The school establishes productive relationships with parents and communicates effectively with them, for example through regular informative newsletters. This ensures that parents are kept aware of the school's activities and events. Staff provide useful training sessions for parents to explain the way in which they teach literacy and numeracy. The school invites parents to attend collective worship and to spend time in class with their children and participate in class activities. This helps parents to understand what they can do to support their children's learning at home.

The school has appropriate arrangements to promote healthy eating and drinking. Teachers provides pupils with worthwhile opportunities to learn about making healthy lifestyle choices. For example, the healthy eating pupil group shares messages about keeping healthy during assemblies. Pupils ensure that fruit is available daily, through a breaktime fruit shop. Staff promote the importance of physical fitness well in lessons and through a beneficial range of extra-curricular sports clubs.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

## **Leadership and management: Good**

The headteacher provides strong leadership and a clear strategic direction for the school. She has a clear vision, which is based on high expectations and providing a range of rich learning experiences that enable pupils to achieve their potential in a happy, supportive and safe environment. The headteacher is well supported by a well-established leadership team who share this vision. Leaders ensure that roles of responsibility are distributed well with a clear focus on raising standards and developing provision. Teaching and support staff work together as a close and effective team. All staff make a valuable contribution to school improvement through their involvement in learning teams. Their work has had a positive impact particularly on supporting the school in preparing for the introduction of the revised curriculum in Wales.

Senior leaders ensure that staff, including those in the resource provision, are kept well informed through purposeful and well-organised meetings. Weekly staff meetings focus suitably on school priorities for bringing about improvement. Other group meetings ensure all staff have valuable opportunities to contribute to the planning of lessons. The school's arrangements for the performance management of teaching and support staff are effective. The process helps strengthen staff professional practice and supports the school to achieve its improvement goals.

The governing body is well organised and provides a suitable level of support and challenge to the school. Governors use their experience and expertise effectively for the benefit of the school. They make good use of committees, for example when scrutinising the school budget and examining the standards that pupils achieve. However, governors do not play a full role in the self-evaluation process.

School leaders make effective use of a wide range of first-hand evidence to identify the school's strengths and weaknesses. They track pupil performance rigorously and use the information effectively to identify areas where standards need to improve. Leaders ensure that they seek the views of pupils as part of the self-review process. This has recently led to improvements in the opportunities available to pupils at playtimes. Staff undertake extensive monitoring activities including lesson observations, learning walks, listening to learners and the scrutiny of pupils' work. These activities focus on specific aspects of school development and provide relevant information that leads to specific actions and follow-up where needed. Leaders base school improvement priorities directly on an analysis of a range of information on pupils' performance, national priorities and the outcome of monitoring. Staff work together closely to implement actions and monitor their impact robustly. This has secured valuable improvements for example in the quality of pupils' reading and writing.

Leaders ensure that teachers, support staff and those in both mainstream classes and in the resource provision have regular opportunities to undertake professional development and training. Collaboration with other schools has supported the staff effectively in working towards planned improvements. For example, close working with a local school has supported staff in introducing the digital competency framework successfully. This has had a positive impact on pupils' confidence in creating stop-motion and live action films.

The headteacher and finance committee of the governing body monitor the budget rigorously and keep spending under constant review. The school makes good use of staff experience and expertise in allocating staff to year groups, the organisation of

learning teams and in arrangements for different staff to lead training sessions within school. The school uses its pupil development grant efficiently to support the very few pupils eligible for free school meals. The wide range of good quality resources supports the delivery of the curriculum effectively in both the school and the resource provision.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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