



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

A report on

**Clyro C.I.W. School
Clyro
Via Hereford
HR3 5LE**

Date of inspection: May 2012

by

**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

Clyro Church in Wales Primary School is on the outskirts of the village of Clyro, near Hay-on-Wye and close to the border with England. As a Church in Wales school it has strong links with the local church. The school is in the local authority of Powys.

There are 74 pupils at the school compared to 84 when the school was last inspected in 2006. Pupil numbers are anticipated to rise in September 2012 as the result of the planned closure of two nearby schools.

There is no obvious or significant social or economic deprivation in the area and about 2% of pupils are entitled to free school meals. This figure is substantially lower than the local authority and national averages.

The school has identified about 14% of pupils as having additional learning needs.

The present headteacher was appointed to the school in 2001. There are six teachers, three of whom work part-time. For the last two years, the headteacher has been working as the shared headteacher for another local school.

The individual school budget for Clyro Church in Wales Primary School in 2011-2012 is £3,600. The maximum per pupil in the primary schools in Powys is £14,685 and the minimum is £3,005. Clyro Church in Wales Primary School. is 56th out of 101 schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- most pupils make good progress from their starting points on entry to the school;
- the behaviour, wellbeing, self-confidence and attitudes of all pupils to learning are excellent;
- the level of support, care and challenge provided to pupils is very good; and
- the quality of teaching is consistently good.

Prospects for improvement

The school's prospects for improvement are good because:

- the school is well led and staff work together effectively;
- leaders know the strengths and weaknesses of the school well and know what they need to do to improve standards;
- the school has a strong track record in introducing new initiatives successfully;
- the school is an effective learning community; and
- the school has planned carefully for the increased numbers of pupils due to occur in September 2012.

Recommendations

In order to improve, the school needs to:

- R1 challenge more able pupils to achieve the higher levels of achievement more consistently at the end of key stage 2
- R2 improve standards of pupils' writing across the curriculum;
- R3 make sure that governors fulfil their statutory responsibilities in relation to the length of the school week in key stage 2; and
- R4 make sure that the school improvement plan includes enough specific guidance for all staff.

What happens next?

Clyro Church in Wales Primary 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

Standards: Good

Overall, pupils make good progress throughout the school, relative to their abilities and ages. Pupils in the Foundation Phase make particularly good progress. Pupils' progress and achievement in all classes are good and their work across the curriculum shows appropriate improvement over time. Most pupils recall their previous learning well and apply their knowledge and understanding well in a range of different contexts.

Nearly all pupils throughout the school have a very high level of speaking and listening skills. They often discuss and challenge the ideas of others fluently and confidently. Pupils think things through carefully and draw on evidence from a wide range of sources to support their arguments.

All pupils in the school have positive attitudes towards reading and read for pleasure and to find out information. By the end of Foundation Phase, most pupils read at a level appropriate to their stage of development. They enjoy reading and develop a range of strategies to work out unfamiliar words. They talk well about stories and are beginning to read with expression. Pupils in key stage 2 continue to develop their reading skills well overall. However, a minority do not always take enough care to read accurately. More able pupils have very good skills in using evidence from texts in comprehension to support their answers, offer their own opinions and make inferences. By the end of the Foundation Phase, pupils have benefited from the recent introduction of focussed spelling and phonic programmes. As a result, pupils in Year 2 make good attempts at spelling unknown words. Pupils in the early part of key stage 2 spell most common words accurately and use their knowledge of spelling patterns well.

Pupils in the Foundation Phase make good progress in developing their writing skills. Pupils retell familiar stories well and write in a lively style for a range of purposes. By the end of Year 6, many pupils achieve good standards in their writing. However, a minority of pupils, including the most able, do not plan and redraft their work carefully enough. As a result, they continue to make errors in grammar, punctuation and spelling. Across the school, most pupils' writing is imaginative and expressive, but they do not consolidate and extend their writing skills enough in work across the curriculum.

In key stage 1, pupils' performance at the expected level (level 2) in 2011 in English, science and mathematics was above average when compared to that of similar schools. Pupils' performance at the higher than expected level (level 3) was above average for similar schools in all the core subjects in 2011. In three of the past four years, pupils' achievement at the higher level has been in the top quarter.

In key stage 2 in 2011, all pupils achieved the expected level (level 4) in English, science and mathematics. In comparison with performance levels in similar schools,

pupils' achievement in all three subjects has been close to or above average in the past four years. The achievement of the higher than expected level (level 5) in English has shown a downward trend over the past four years and was below the similar schools, local authority and all-Wales averages in 2011.

Pupils' oral skills in Welsh are generally good and pupils in the Foundation Phase use Welsh spontaneously when asking questions. Pupils throughout the school can read and write Welsh to an appropriate standard.

Wellbeing: Good

Children take on a high level of responsibility for their own wellbeing and that of their peers. Pupils very much enjoy coming to school and show very positive attitudes to learning. They are fully involved in the life of the school. Pupils' behaviour and relationships are very good and they feel that the school is a happy and caring place to be. Pupils are keen to take responsibility and many behave very sensibly and with great maturity. They feel highly valued, safe, secure and confident.

Pupils respond exceptionally well to the school's very strong emphasis on developing pupils' thinking and problem-solving skills. These enhance their personal and educational achievement well. Many pupils take on a wide range of responsibilities such as playground peacemakers, class monitors and members of a wide range of school committees.

Pupils show very good awareness of healthy living and eating. They participate in many physical activities and many make healthy choices in the food that they eat. Attendance and punctuality are good and compare favourably with levels in other schools.

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

Teachers collaborate well to plan stimulating and innovative programmes that meet the needs of all pupils. For example, the whole-school planning to celebrate the Olympic Games builds appropriately on pupils' knowledge and understanding. The curriculum is broad and balanced. However, the shortfall in direct teaching time at key stage 2 means that a few areas of the curriculum are not covered in enough depth.

All teachers use a consistent approach for setting success criteria within lessons. As a result, pupils have a clear understanding of what they need to do to achieve well in lessons.

The school's provision for developing pupils' thinking skills is excellent in both key stages. All teachers make sure that pupils' literacy, numeracy and information and communication technology skills are developed consistently across the curriculum. In the Foundation Phase, teachers provide pupils with excellent opportunities to write at length for a range of purposes. Teachers in key stage 2 provide pupils with a good range of opportunities for writing in all subjects.

Provision for education for sustainable development and global citizenship is well established throughout the school. The school uses opportunities in religious education and topic work to develop the pupils' understanding of global citizenship appropriately.

Teachers promote pupils' Welsh language skills well. They use many examples of the Welsh dimension across a wide range of topics and in a few cases use bilingual worksheets well, for example in science. Most teachers use incidental Welsh appropriately, especially in the Foundation Phase.

School staff organise a wide range of after school clubs, especially in sport. They also provide good opportunities for pupils to take many community events.

Teaching: Good

The standard of teaching is good overall. All teachers create a very positive learning environment and place a strong emphasis on pupils developing good learning behaviours from the time that they join the school. They provide well-managed and interesting lessons and have high expectations of pupils. Teachers generally plan lessons well and allow enough time for pupils to extend their learning through activities. Teachers in the Foundation Phase plan lessons particularly well to make sure that the learning activities provide an appropriate challenge for pupils of all abilities and ages. Teachers use questioning techniques well on most occasions to challenge pupils' understanding, thinking and knowledge. However, in key stage 2, teachers do not always allow enough time for pupils to consolidate their learning through doing work themselves and the pace of lessons is too slow on occasions.

All teachers use assessment for learning strategies to help pupils to know precisely what they need to do to improve the standard of their work. As a result, pupils are able to evaluate their own progress and that of their fellow pupils well. The school has appropriate procedures for assessing and monitoring pupils' progress. Parents and carers are kept well informed about children's progress, for example through annual reports to parents.

Care, support and guidance: Good

The school has very effective and beneficial practices to support and promote pupils' wellbeing and healthy living. All staff promote the school's commitment to the establishment of positive learning behaviours and social skills consistently. This enables the pupils to think about how they learn effectively. There is a clear focus throughout the school on pupils developing effective learning and behaviour strategies. These arrangements help pupils to develop good self-awareness and self-respect. The provision for spiritual, moral, social and cultural development and personal and social education permeates all aspects of the curriculum well.

The school makes effective use of staff expertise and external agencies to provide relevant and effective support for pupils. It has very effective procedures for the early diagnosis of pupils with additional learning needs. The school produces thorough individual education plans for pupils, with clear targets and strategies to promote learning. Support staff deliver an extensive range of individual and catch-up programmes well and these have a positive impact on pupil progress.

The school has an appropriate policy and has procedures for safeguarding.

Learning environment: Good

The ethos of the school is strongly inclusive and creates a positive atmosphere, which values the contributions of all pupils in the school. All pupils' needs are met fairly and they receive equal access to all areas of the curriculum. The school has recently adopted an appropriate strategic equality plan with clear targets for further improvement. The school places a strong emphasis on recognising and celebrating the richness of diversity.

The accommodation is well maintained and the outdoor environment is a significant strength of the school. The school and its grounds provide a visually-stimulating learning environment with many attractive artistic displays.

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

The headteacher has led the school well through a difficult period of re-organisation of primary education within the local authority. She has a clear vision for the school, which is founded well on developing pupils' skills for lifelong learning. This vision is well supported by staff, parents, governors and pupils.

Good leadership together with effective staff teamwork support a very good whole-school ethos. This promotes improvements in provision and standards well. Effective staff meetings and a sound performance management structure also help successfully to improve learning and teaching. Staff have a very clear understanding of their roles and responsibilities for subject co-ordination and carry these out very effectively.

The role of governors in supporting the school is developing well. Governors know about pupils' performance and how this compares with the performance of pupils in other similar schools. This knowledge enables governors to provide a good level of challenge to the school's leaders. Governors also know about the strengths of the school and the areas it needs to develop further through, for example, the introduction of 'learning walks'. However, governors have not ensured that the school meets the statutory guidelines for teaching time at key stage 2.

The school is making good progress in introducing a number of initiatives that meet local and national priorities. The Foundation Phase, pupils' understanding of the way they learn and their thinking skills are particularly well developed.

Improving quality: Good

The school's self-evaluation process draws on a good range of first-hand evidence. This includes an analysis of the performance of pupils, regular scrutiny of pupils' work and seeking the views of pupils and parents. The current self-evaluation report does not always reflect fully the findings of these self-evaluation activities.

The outcomes of the self-evaluation process are used generally to determine relevant priorities for school improvement. The current whole-school improvement plan does not always provide enough information about who is responsible for each action. As a result, not all initiatives are consistently implemented. However, leaders

work well with co-ordinators to produce plans that drive forward improvements in specific areas. Implementation of these improvement strategies is having a positive and consistent impact on provision and standards in the school, for example in relation to the effective development of phonic skills in the Foundation Phase and thinking skills across the school.

The school is developing as an effective learning community. There are a number of professional learning communities within and outside the school that are having a positive impact on standards, for example in improving pupils' spelling and thinking skills. Staff also collaborate well with other local primary schools and the local secondary school to enhance their professional knowledge of teaching and assessment, for example taking the lead in writing clear, pupil-friendly assessment criteria for both reading and writing.

Partnership working: Good

The school has a good range of partnerships, which it uses to build its capacity for continuous improvement. They include partnerships with parents, the church, the local authority's education service, other professional organisations and the wider community, including local businesses.

The partnership with parents is strong and nearly all parents are happy with the provision at the school. The school's open-door policy and regular information meetings keep parents well informed. The partnership with a school in Birmingham has improved pupils' understanding of differences between rural and urban communities.

Effective transition plans with the local secondary school include curricular and pastoral links. These support older pupils well in preparing them for the next stage in their learning. There are good arrangements to share assessment criteria and practices with other local primary schools. Joint planning to celebrate events, such as the 2012 Olympics, has resulted in better provision for pupils.

Resource management: Good

There are sufficient qualified teachers and support staff and they are deployed effectively. The provision for teachers' preparation, planning and assessment time is managed well.

The school identifies and allocates resources in line with the priorities identified in its school improvement plan appropriately. Leaders make good use of community facilities to supplement the lack of space in the school. For example, they use a local leisure centre to ensure that pupils have appropriate opportunities for physical education. There is generally a good range of learning resources, which are managed and used well.

The school manages its budget appropriately and working in partnership with the local authority has adjusted spending efficiently in response to changes of circumstances in order to deliver a balanced budget. In view of the outcomes achieved by most of the pupils, the high standard of care, support and guidance provided, and the efficient management of the budget, the school overall provides good value for money.

Appendix 1

Commentary on performance data

At the end of key stage 1, 93% of pupils in 2011 achieved the core subject indicator (the expected level – level 2 – in English, mathematics and science). Pupils' performance was above the family of schools, local authority and all-Wales averages in three of the last four years.

The achievement of the higher than expected level (level 3) in mathematics and science was above the family of schools average in each of the past four years. In three of the past four years performance in English was also above the family of schools average. In three of the past four years, pupils' achievement at the higher level has been placed the school in the top quarter of its family. However, the percentage of pupils gaining the higher level has declined in all three subjects over the past four years.

In oracy, reading and writing, pupils' achievement is generally above the family of schools average, with a consistently higher percentage of girls achieving the higher level 3 than boys.

In key stage 2, all pupils in 2011 achieved the expected level (level 4) in English, mathematics and science. The overall pattern of achievement in the core subjects has been above or close to the average in the family of schools over the past four years and consistently above the average level of achievement of pupils in the local authority and Wales.

Over the past four years, the percentage of pupils achieving the higher than expected level (level 5) in English has declined steadily and was below the family of schools, local authority and Wales averages in 2011. There has been a similar downward trend in the achievement of the higher levels in mathematics and science and outcomes were below family, local authority and all Wales averages in 2010, but improved slightly in 2011.

In both key stages, there are no significant differences in the achievements of boys and girls of the expected levels of outcomes. However, girls outperform boys in the achievement of the higher levels of attainment at both key stages.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Forty-two pupils in key stage 2 completed the questionnaires.

All pupils say they feel safe in school and nearly all pupils think that teachers help them to make good progress and whom they need to talk to if they find work hard or are worried about anything. They also think that nearly all other children behave well around the school.

Most pupils think that the school deals well with any bullying and teaches them to be healthy. They also consider that they are doing well in school and that they have enough books and equipment.

The majority of pupils think that homework helps them to understand and improve their schoolwork and that other children behave well in lessons.

Pupils' responses to the questionnaire are broadly in line with pupils' responses in other schools in Wales overall. However, the proportion of pupils' positive responses is well below that obtained from pupils in other schools in Wales in relation to the benefits that they gain from homework and the behaviour of other pupils in lessons.

Parent questionnaires

Twenty parents responded to the questionnaire.

A very high percentage of parents are very satisfied with the school. Overall they are much more positive about the school than parents of pupils at other primary schools in Wales.

All parents consider that their children settle in to school well, make good progress and behave well. They are very happy with teaching in the school and consider that staff expect children to work hard, treat them with respect and give them additional support when they need it. All parents are comfortable about approaching the school about any concerns and consider that the school helps children to become more mature. They are very happy with the range of trips and visits and think that the school is run well.

The only aspect where a minority of parents have concerns is the way in which the school prepares pupils for moving on to their next school.

Appendix 3

The inspection team

Eleanor Davies	Reporting Inspector
Liz Miles	Team Inspector
Elizabeth Halls	Lay Inspector
Clive Condon	Peer Inspector
Dorothy Davies	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.