



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

**Hay-On-Wye C.P. School
Oxford Road
Hay-On-Wye
Hereford
HR3 5BT**

Date of inspection: September 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

Hay-on-Wye Primary School is set within the Brecon Beacons National Park in Hay-on-Wye in the local authority of Powys. The school serves an area that is neither economically disadvantaged nor prosperous.

There are 170 pupils aged between three and 11 years on roll, including 18 pupils who attend the nursery on a part-time basis.

The school has identified around 15% of its pupils as having additional learning needs. Thirteen per cent of pupils are entitled to free school meals, which is well below the national average in Wales.

Nearly all pupils are white British in terms of their ethnicity. No pupil speaks Welsh at home. Very few pupils speak English as an additional language.

The last inspection of the school was in October 2006. The acting headteacher was appointed in January 2012.

The individual school budget for Hay-on-Wye Primary School in 2012-2013 is £3,144 per pupil. The maximum per pupil in the primary schools in Powys is £14,685 and the minimum is £3,005. Hay-on-Wye Primary School is 97th out of the 101 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- most pupils achieve good standards in speaking and listening;
- where challenged, more able pupils write at length and use a wide vocabulary effectively;
- pupils' behaviour is good; and
- the school's values are at the core of pupils' learning.

However:

- a few pupils do not achieve as well as they could;
- there are limited opportunities for most pupils to apply their skills in numeracy and in information and communication technology across the curriculum;
- teachers' planning does not develop pupils' skills progressively across all areas of the curriculum; and
- the quality of teaching varies too much from class to class.

Prospects for improvement

The prospects for improvement at the school are adequate because:

- the recently-appointed acting headteacher has a vision for the school that focuses appropriately on improving pupil outcomes and wellbeing;
- the school is introducing a model of distributed leadership, which is at a very early stage of implementation; and
- teachers have been actively involved in several professional learning communities within the cluster of schools to raise standards in literacy.

However:

- staff meetings do not always focus effectively on the school's current priorities and do not result in agreed actions that need to be completed and reviewed;
- the self-evaluation report does not always present a clear picture of the school's current situation;
- monitoring of teaching and learning does not focus well enough on the quality of teaching and pupils' outcomes; and
- the governing body does not challenge the school enough as a critical friend.

Recommendations

- R1 Raise standards in writing across the school by increasing the challenge to all pupils;
- R2 improve the quality and consistency of planning for the development of pupils' skills across the curriculum;
- R3 improve the quality and consistency of teaching;
- R4 develop a clear understanding of assessment for learning and use it effectively and consistently to raise standards;
- R5 improve the way that responsibilities for aspects of the school's life and work are shared among the staff; and
- R6 develop the role of the governing body as a critical friend of the school.

What happens next?

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils across the school achieve good standards in speaking and listening. The majority of pupils listen well and, by the end of Foundation Phase, they answer questions readily and discuss their work effectively with peers and adults. By the end of key stage 2, most pupils contribute effectively to class discussions, and use appropriate persuasive language in discussions and debates. A majority of pupils use appropriate and, at times, extended vocabulary relevant to the topic.

In the Foundation Phase, nearly all pupils speak Welsh regularly as part of their daily routines. They use a range of phrases appropriately and respond well to questions. By the end of key stage 2, many of the pupils have a positive attitude towards Welsh and use it confidently in a range of situations.

In the Foundation Phase, most pupils make appropriate progress in reading. Many pupils read at a level suitable for their age and stage of development. However, more able pupils make only satisfactory progress and are not suitably challenged. Most pupils talk confidently about characters and refer to the text when appropriate. In key stage 2, many make good progress in their reading skills. Many are developing good independent reading skills, using books and information and communication technology effectively to find information in class topic work. The guided reading sessions are beginning to have an impact on pupils' outcomes. By the end of key stage 2, many pupils enjoy reading and more able pupils can explain their preference for favourite books and authors.

In reading, around half of pupils with additional learning needs make the expected progress in relation to their individual targets.

Pupils' progress in developing their writing skills is inconsistent between classes. By the end of the Foundation Phase, many pupils write short pieces independently. More able pupils have a sound understanding of sentence structure and punctuation and, when given the opportunity, write at length for a purpose. However, this is not developed sufficiently across the range of areas of learning.

In key stage 2, many pupils make appropriate progress in writing. Their work is well structured and their punctuation and spelling are appropriate. Where challenged, more able pupils write at length and use a wide vocabulary effectively. A majority write well for a range of purposes and audiences. However, this is inconsistent and pupils do not develop their writing skills well enough across a range of subjects.

In many classes across the school, pupils' handwriting and presentation of work are poor.

Many pupils make limited progress in developing numeracy skills in mathematics. Pupils do not develop their numeracy skills well enough across the range of subjects as a result of the limited opportunities provided.

In general, the proportion of pupils in the Foundation Phase who gain the expected outcome (outcome 5) in all areas of learning is close to the average for the family of schools. However, performance is not as good when compared to the average for schools with a similar percentage of pupils eligible for free school meals.

Performance in all areas of learning places the school in the lower 50% or lowest 25%. Pupils' performance at the higher Foundation Phase outcome (outcome 6) in language, literacy and communication in English is above the family average and places the school in the highest 25% of similar schools.

At end of the Foundation Phase, boys' performance in all areas of learning at the expected outcome 5 is good. However, girls outperform the boys at the higher level (outcome 6) in most areas of learning.

In key stage 2, the proportion of pupils gaining the expected levels in all areas of the curriculum compares well to the family of schools average. In key stage 2, over the past four years, pupils' performance at the expected level (level 4) in English has generally placed the school in the higher 50% of similar schools. In mathematics and science, level 4 results have varied over the last four years. For most of the time, pupils' performance in mathematics has placed the school in the lowest 25% or lower 50% in comparison to similar schools.

There has been a significant and continuous upward trend over the last three years in pupils' performance at the higher than expected level (level 5) in science. It is now in line with the averages for the family, local authority and Wales.

In key stage 2, at the higher than expected level, boys achieve significantly better than girls in all core subjects.

Pupils entitled to free school meals generally attain as well as other groups of pupils.

Wellbeing: Good

All pupils have positive attitudes towards keeping healthy and safe and are aware of the benefits and importance of regular exercise and having a healthy diet.

Standards of behaviour are consistently good in all classes and around the school. Many pupils listen attentively in class and contribute well in discussions and debates, expressing their views freely and confidently. Most pupils co-operate well and work confidently in pairs and group situations.

Through the school council and eco-committee, they voice their opinions on school matters with confidence.

Most pupils develop a wide range of social and life skills and enjoy taking part in extra-curricular activities. All pupils show respect, courtesy and care for others and older pupils show a willingness to help younger pupils and take responsibility.

In 2010-2011, in relation to attendance levels, the school was in the lowest 25% to lower 50% when compared to schools with similar levels of free school meals. However, attendance has improved and the attendance rate is currently at 94.7%. This is above the family and all-Wales averages.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a suitable range of learning experiences, which covers curriculum requirements appropriately. In a few classes where planning and organisation are most effective, activities engage and motivate nearly all pupils. However, in many classes, learning experiences do not provide enough challenge for all pupils, particularly for the more able, and activities do not always meet the needs of the learners. Pupils generally have good opportunities to work in pairs and groups and this contributes well to the development of their collaborative skills.

The school's provision for developing literacy skills is planned appropriately across a range of subjects. However, there are limited opportunities for most pupils to apply their skills in numeracy and information and communication technology across the curriculum. These are not developed effectively and consistently enough.

The school has a positive attitude towards Welsh language development and all staff actively encourage the use of Welsh wherever possible. Staff place a strong emphasis on raising pupils' awareness of their country's heritage throughout the school.

The school actively promotes pupils' awareness and understanding of global citizenship and sustainable development. Pupils learn about the need to recycle. These issues matter to the pupils and many have a sound understanding of their importance. The school has strong links with Timbuktu and these opportunities have enhanced the pupils' understanding of life in different parts of the world.

Teaching: Adequate

All teachers establish positive working relationships with pupils through shared and mutual respect. In a majority of lessons where teaching is good, planning is effective and builds on prior knowledge. Lessons have good pace and teachers use a wide range of teaching methods and resources, which engage pupils in their learning. Activities are stimulating and teachers share clear learning objectives with pupils. However, in a minority of the lessons, tasks do not provide enough challenge to meet the needs of the more able learners. Ineffective questioning and lack of opportunities to develop pupils' skills across a range of subjects mean that pupils are not challenged consistently enough to achieve as well as they could.

The school gathers a wide range of pupil assessment data and a whole-school approach to tracking pupils' progress is in place. However, staff do not always analyse the available data well enough to plan effectively for all pupils. Most annual reports to parents/carers provide clear information about pupils' achievement and identify suitable targets for improvement. Pupils are able to comment on the content of the report and parents/carers are encouraged to respond.

In a minority of examples where assessment is good, teachers provide pupils with good oral feedback and mark work consistently against the agreed success criteria. However, this varies too much between classes and marking does not always give

pupils enough guidance on how to improve their work. Most teachers give pupils appropriate opportunities to assess their own learning, but they do not build on this to enhance pupils' learning.

Care, support and guidance: Good

The school promotes healthy living and pupils' wellbeing effectively. Pupils are encouraged to get involved in various aspects of school life and they enjoy representing the school within the community. The school instils in pupils a strong sense of the importance of helping others. This gives them firm foundations for their spiritual, moral and social development.

The school liaises effectively with a range of specialist agencies, and uses them effectively to support pupils' needs. The school identifies pupils who need additional support through the analysis of performance data. Staff use a wide range of strategies to support the delivery of literacy and numeracy interventions, but the impact on pupils' progress is inconsistent and limited. Due to regular withdrawal from classes to attend support groups, not all pupils with additional needs are accessing a balanced curriculum. The school provides individual education plans that set clear and appropriate targets for pupils with additional learning needs. These are shared with pupils and parents, and are regularly reviewed.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a warm and caring ethos. The school encourages inclusivity and pupils enjoy being a part of the decision-making processes in the school. Pupils are proud of the values that the school promotes, which focus on friendship, respect, excellence and equality, and are good ambassadors of it. They show a willingness to help themselves, their school and their world.

The attractive outside learning areas and a variety of resources provide good opportunities to enhance pupils' learning. The school has recently been adapted to ensure that pupils with disabilities can be included in all aspects of school life. Display boards in classrooms and in the corridors are colourful and show good examples of pupils' work and achievement.

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

The recently-appointed acting headteacher has a vision for the school that focuses appropriately on improving pupil outcomes and wellbeing. Pupils, parents, staff and governors have contributed to the vision. The headteacher is developing opportunities for staff to take responsibilities for aspects of school life. However, this is at a very early stage of implementation. The senior management team's roles and responsibilities are not clearly defined, and they have not yet had an impact on performance or on the running of the school. Due to recent staff changes, not all job descriptions are up-to-date.

Leaders are aware of performance data and are beginning to analyse it. However, not all teachers use it effectively to monitor pupils' progress. Management and staff meetings do not always focus effectively on the school's current priorities and do not result in agreed actions that need to be completed and reviewed.

Generally, members of the governing body have an understanding of the school's main strengths and areas for development. They are aware of the school's performance in relation to that of other similar schools and know what the school's current priorities are. However, they do not challenge the school well enough as a critical friend.

The school takes good account of local and national priorities. Raising standards of literacy and numeracy is at the core of its improvement plan. The implementation of the Foundation Phase has had a positive impact on pupils' wellbeing and learning.

Improving quality: Adequate

The school uses a range of first-hand evidence to support its self-evaluation process. This includes taking account of the views of parents, pupils and governors. Leaders and managers analyse the school's performance data appropriately and use this to identify future priorities. However, the self-evaluation report does not always present a focused picture of the school's current strengths and areas for development. Monitoring of teaching and learning by senior managers is at an early stage of development, and does not yet focus well enough on the standards pupils achieve and quality of teaching. As a result, these processes have not yet had an impact on pupil outcomes.

The school has introduced numerous new interventions to improve pupils' outcomes. The high number of interventions has made it difficult for the acting headteacher and leadership team to manage them all effectively and to track their impact on pupils' progress.

Teachers have taken an active part in several professional learning communities within the cluster of schools. A recent focus on introducing guided reading has had a positive impact on improving the accuracy of pupils' reading and the level of their comprehension skills.

Partnership working: Good

The school has good partnerships with parents/carers and keeps them well informed through termly and weekly newsletters. There is regular liaison with the local authority about the maintenance and development of the school site.

Partnerships with almost all parents are good. Many parents recently attended a meeting where teachers shared information about how they teach reading and mathematics. This has given parents a better understanding of how they can support their child's learning at home.

The school has good links with the community. There is a very successful and active parent teachers association, which raises valuable funds to enhance the school's provision.

The school works well in partnership with health professionals to improve the learning outcomes and wellbeing of all learners.

There are effective links with a local setting for three-year-old children. The pupils have lunch daily at the school, and teachers regularly visit the setting to read stories. This results in a smooth transition when the children start in the Foundation Phase. The school has good links with its local secondary schools. A suitable transition plan with the local secondary school is in place, which enables older pupils in the school to prepare well for the next stage in their education. There is a close working relationship between the primary schools in the local cluster to moderate pupils' work and ensure consistency in teacher assessment at the end of the Foundation Phase and key stage 2.

Resource management: Adequate

There are sufficient numbers of teachers and support staff, and these are deployed appropriately within the school. The school identifies and meets the needs of teachers through appropriate performance management systems.

The school has appropriate arrangements for planning, preparation and assessment. Recently, the school put a structure in place for teachers to plan together, but this has not yet had an impact on standards in all areas of the school.

The school uses its budget effectively and spending is linked well to school priorities. Recent spending has ensured that there is sufficient internal space and resources for the implementation of the Foundation Phase. The school has recently purchased equipment for information and communication technology, but its impact on standards has yet to be monitored.

Most pupils make satisfactory progress during their time in school. The school provides adequate value for money.

Appendix 1

Commentary on performance data

Pupils' performance in the Foundation Phase, for school year 2011-2012 at the expected level (outcome 5), does not generally compare well with that of schools in the same free school meal band. However, pupils' performance is above local authority and Wales averages in mathematical development and personal and social development, wellbeing and cultural diversity. Pupils' performance in all areas of learning was in the lower 50% or lowest 25% when compared with the performance levels of similar schools. However, the school's performance at the higher than expected level (outcome 6) was in the highest 25% in relation to performance levels in language, literacy and communication in English.

In general, pupils' performance at the expected level (outcome 5) in relation to that of similar schools is below the family average in language, literacy and communication skills and personal and social development, wellbeing and cultural diversity.

In key stage 2, in three out of the last four years, pupils' performance at the expected level (level 4) in English, has been in the highest 25% and, in the core subject indicator, has placed the school in the higher 50% of similar schools. In mathematics and science, level 4 results have varied over the last four years. For most of the time, pupils' performance in mathematics has placed the school in the lowest 25% or lower 50% of similar schools.

There has been a significant and continuous upward trend over the last three years in pupils' performance at the higher level (level 5) in science. It is now in line with the averages for the family, local authority and Wales. Results in English and mathematics at the higher level have been more variable and show no pattern in relation to the family, local authority and Wales averages.

Pupils entitled to free school meals attain as well as other groups of pupils.

There are significant differences in the performance of boys and girls at the expected level in key stage 2. Boys generally perform better than the girls at the expected level (level 4). Boys consistently perform better than the girls at the higher levels (level 5) in all core subjects.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Ninety-three pupils completed the learner questionnaires. Their responses are mostly in line with those of pupils in other primary schools in Wales.

All pupils feel safe in school. They all believe that teachers show them how to keep healthy, and that teachers and other adults in the school help them to learn and make progress.

Nearly all pupils:

- think the school deals well with any bullying;
- know whom to talk to if they are worried or upset;
- know what to do and whom to ask if they find their work hard; and
- agree that other children behave well at playtime and lunchtime.

Most pupils say that:

- they have a lot of chances at school to get regular exercises; and
- they know how well they are doing in school.

Nearly half of the pupils think that the behaviour of other children in class stops them from getting their work done. This is above the average when compared with the responses from pupils in other primary schools in Wales.

Parents' questionnaires

There were 26 responses to the parent questionnaire. Their responses are in line with or more positive than average in comparison with the responses from primary school parents in Wales.

All those who responded agree that:

- they are satisfied with the school;
- their child likes school and was helped to settle in when starting school;
- teaching is good and their child is making good progress;
- staff expect their child to work hard and do their best;
- pupils behave well and their child feels safe in school; and
- the school helps their child to become more mature and take responsibility.

Nearly all those who responded think that the school is well run. They understand the school's procedure for dealing with complaints and feel comfortable about approaching the school with questions, suggestions, or a problem. Nearly all who responded feel that they are kept well informed about their child's progress and that

their child receives appropriate additional support in relation to any particular needs. Nearly all believe that homework builds well on what their child learns in school and that there is a good range of activities, including trips or visits.

A very few who responded feel that staff do not treat all children fairly and with respect.

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Siwan Meirion	Team Inspector
Glenda Jones	Lay Inspector
Huw Jones	Peer Inspector
Mr Fiddes	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 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 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.