

**Inspection under Section 10 of the
Schools Inspections Act 1996**

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

School Number: 6663033

Date of Inspection: 20/06/06

by

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67644**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Clyro C.I.W. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Clyro C.I.W. School took place between 20/06/06 and 22/06/06. An independent team of inspectors, led by William Edward Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

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 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Clyro School is situated in the village of Clyro one mile from Hay-on-Wye and very close to the English border. The school moved to its present site on the outskirts of the village in 1977. As a Church in Wales school, it has a broadly Christian aspect and has strong links with the local church.
2. Children are admitted into the school full-time at the beginning of the term following their fourth birthday. There are currently 84 full-time pupils on roll including 10 nursery children. Pupil numbers have increased steadily over the last four years. A good number of pupils are drawn from the local rural area but approximately half of the pupils are transported from further afield through parental choice. English is the language spoken at home by all pupils. Welsh second language programmes of study are taught.
3. According to the school, there is no significant degree of social or economic deprivation in the area. Approximately five percent of pupils are registered as being entitled to receive free school meals which is substantially lower than the county and national averages.
4. Baseline information shows that pupils enter the school with a profile very much in line with the national average. Approximately twenty percent of pupils have additional learning needs which is slightly higher than the national average, and three pupils have a statement of Special Educational Needs [SEN].
5. Since the last inspection in 2000, a new head teacher, deputy head teacher and two members of staff have been appointed at the school.

The school's priorities and targets

6. The school's main priorities and targets for the 2006-07 period include:
 - Review planning to make it more thematic and to include consistent and specific references to learning objectives, key skills, common requirements and evaluation.
 - Review schemes of work to include opportunities for *Y Cwricwlwm Cymreig* and an emphasis on bilingualism throughout the school.
 - To complete the survey of all partners in the school to give greater depth and substance to school self-evaluation.
 - As soon as funds are available, to create a discrete office space for administrative and whole school purposes.

Summary

7. The team's findings match the school's judgement in the self-evaluation report in five of the seven key questions. In two of the key question, the school had undervalued its achievements.
8. Under the positive leadership of the head teacher, the school has made good progress in tackling the Key Issues identified in the 2000 inspection report. Standards in the three subjects deemed to be satisfactory [Grade 3] have risen to good [Grade 2], schemes of work have been produced for all subjects including the under fives, and the role of subject co-ordinators has been further developed.
9. Recent appointments has enabled the school to take a fresh look at management and strategic planning and to redistribute curricular responsibilities. This has impacted directly on pupils' standards of achievements and the progress made in teaching and learning.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7 How efficient are leaders and managers in using resources?	Grade 2

Grades for standards in subjects inspected

10. Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	95%	0	0	0

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

12. At key stage 1 and key stage 2, in the subjects inspected, standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh Second Language	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

13. All pupils, including those with additional learning needs, make good progress and achieve the targets set for them.
14. Children under-five and key stage 1 and key stage 2 pupils make good progress in their language and communication skills, mathematical skills and information, communication and technology [ICT] skills.
15. Pupils' bilingual competency is limited. Although pupils achieve good standards in Welsh as a second language, they are not sufficiently competent to use Welsh in different curricular contexts.
16. Pupils' performance in the National Curriculum assessments at key stage 1 and key stage 2 over the past five years are good and have generally been higher than the local and national performance.
17. Compared to similar school in terms of the percentage of pupils eligible to receive free school meals, key stage 1 results in 2005 were in the top 50 per cent in mathematics and science and in the bottom 25 per cent in English. The results of all three subjects in key stage 2 were in the top 25 per cent of schools
18. All pupils make good progress in their learning. They work hard in lessons, are highly motivated and undertake responsibilities in a mature manner. However, a small minority of older pupils tend to interrupt the contributions of other pupils and adults.
19. Throughout the school, pupils display high levels of good behaviour and this impacts well on standards of achievement. Pupils are courteous, considerate and interact well with each other and with the adults in school.
20. Whole school attendance (not including the nursery), during the three terms preceding the inspection averaged 93.5 per cent and equals the average for primary schools in Wales.
21. Pupils' progress in their personal, social, moral and wider development is outstanding and reflects the strong Christian ethos within the school. The message of caring and sharing and being kind to each other is reinforced constantly in the early years and this lays the foundation for pupils' later development.

22. Pupils learn to understand other beliefs and cultures and demonstrate respect for those from other religious backgrounds. They value the opportunity to participate in community events.

The quality of education and training

23. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	80%	0	0	0

24. The outstanding features in the teaching are characterised by thoughtful questioning, well-judged intervention and continuous monitoring of pupils' work by teachers.
25. In all lessons, the quality of relationships between the pupils and teachers is good. Teachers have a good knowledge of the subjects they teach, lessons are planned thoroughly and there is a clear focus on specific learning aims.
26. In a small minority of lessons, introductions are too long.
27. Arrangements for assessing and recording pupils' work is good. Pupils of all ages are assessed regularly and the information used to plan for their needs. Pupils' work is marked thoroughly and there is good use of informal oral assessment and feedback during lessons.
28. The annual reports provide useful information for parents about their children's progress in all subjects including their personal and social development.
29. The curriculum is broad and balanced and provides equal access to all pupils. Experiences planned provide interesting and differentiated experiences that offer continuity and progression in pupils' learning. It is enhanced by a range of extra curricular activities.
30. Personal and social education is included through a range of curriculum activities and through the structured periods of circle time. A range of opportunities are provided to promote the culture and heritage of Wales.
31. The school's provision for pupils' spiritual, moral, social and cultural development is good. Collective worship and the close liaison with the parish church make a significant contribution of this aspect of the school's work.
32. The school has effective partnerships with parents and the wider community. Many parents assist in the classrooms and help with after school clubs and there is an active 'Friends of the School Association.'
33. There are well-established links with the local high school and with local schools in the cluster. Very strong links are established with the church and with many other bodies within the community.

34. Provision to increase pupils' understanding and awareness of sustainable development is good. There are very effective processes for waste reduction and recycling.
35. The development of pupils' entrepreneurial skills is promoted effectively through various practical and curricular activities such as running the 'healthy eating' tuck-shop.
36. The quality of the care, guidance and support provided for pupils is outstanding. Pupils feel safe and well-supported by adults, and parents are fully involved in discussions about the care of their children. Teachers and learning support assistants have excellent relationships with the pupils and are fully aware of individual pupils' needs.
37. The healthy development, safety and well being of all pupils is given high priority by all members of staff and the governing body.
38. The provision for pupils with additional learning need is good. The targets set for these pupils ensure that they make good progress in their learning.
39. All pupils are treated equally with dignity and respect irrespective of social, educational and ethnic background. Care arrangements for pupils with physical disabilities are an outstanding feature of the school.

Leadership and management

40. The positive leadership provided by the head teacher co-ordinates the work of the staff and governors effectively giving the school a clear sense of direction. Teaching staff work effectively as a team; they fulfil their leadership and managerial roles thoroughly and play an active part in strategic planning for school development.
41. Governors have a thorough understanding of their role and carry out their duties with enthusiasm and dedication. Their strategies for monitoring and evaluating the educational provision are an outstanding feature of their work.
42. There are many outstanding features in the school's arrangements for self-evaluation. The arrangements are comprehensive and systematic and give governors, parents and pupils an opportunity to express their views on the quality of the educational provision.
43. The School Development Plan is a useful strategic document for providing the school's development with a clear sense of direction.
44. Teaching staff are well qualified and experienced; their expertise is used effectively through exchanging classes for teaching specific subjects. They are ably supported by classroom support assistants and volunteer parents who make a valuable contribution to the teaching and to the quality of pupils' learning.

45. The school is generally well resourced in most subject areas including under fives enabling the curriculum to be accessed and properly supported by staff and pupils.
46. The school's grounds are an outstanding resource for learning and playing and are used effectively by both the school and the local community.
47. The school building is in good condition but its lack of space places severe constraints on both teachers and pupils. However, all available space is used effectively and efficiently by the head teacher and staff.
48. The school's financial and physical resources are managed economically and efficiently giving good value for money.

Recommendations

In order to move the school forward, the governing body and staff need to:

- R1 build upon the good standard achieved in Welsh second language by improving pupils' bilingual competency;
- R3 *continue to work with the Local Education Authority to overcome the difficulties arising from the lack of space in the key stage 2 teaching area and the school's administration area.

* this has been a priority in the School Development Plan for many years.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

49. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
50. Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	95%	0	0	0

51. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
52. At key stage 1 and key stage 2, in the subjects inspected, standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh Second Language	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

53. Pupils experience success in their work, whatever their ability, social or linguistic background. All pupils, including those with additional learning needs, make good progress and achieve the targets set for them.
54. Children under-five make good progress in their language and communication skills. They speak confidently, listen intently to their teachers and peers and are making good progress in their reading and writing skills. Their mathematical and information, communication and technology [ICT] skills are also developing well.
55. Key stage 1 and key stage 2 pupils' standards and progress in the key skills of language and communication and mathematics are good across all the subjects of the curriculum. They discuss their work confidently in a number of curricular contexts, contribute in a purposeful manner in class discussions using the appropriate subject vocabulary, and use their reading and writing skills effectively to select information and record their work.

56. At both key stages, pupils achieve good standards in their mathematical and ICT skills. They use and apply their numeracy skills effectively in a number of cross-curricular contexts and use a wide range of computer software confidently.
57. Pupils' bilingual competency is limited. Although they achieve good standards in Welsh as a second language they are not sufficiently competent to use Welsh in different curricular contexts.
58. Pupils of all ages make good progress in their creative skills. They show imagination and originality when undertaking practical tasks and compose interesting pieces of creative writing.
59. Problem solving skills are developing well especially during investigational work in science.
60. Pupils' performance in the National Curriculum assessments at key stage 1 and key stage 2 over the past five years are good and have been generally higher than the local and national performance.
61. During 2004, all key stage 1 pupils achieved Level 2 or better in all core subjects. Results were lower in 2005 with the school's overall performance being approximately 10 per cent below the national performance. This can be attributed to the unusually high number of pupils with additional learning needs within a small cohort.
62. The school's performance at key stage 2 was significantly better than the LEA and national performance with every pupil achieving either Level 4 or better in all core subjects. On average, over half the pupils achieved Level 5 in all subjects.
63. Compared to similar school in terms of the percentage of pupils eligible to receive free school meals, key stage 1 results were in the top 50 per cent in mathematics and science and in the bottom 25 per cent in English. The results of all three subjects in key stage 2 were in the top 25 per cent of schools
64. There was no significant difference between girls' and boys' performance at either key stage.
65. The under-fives and key stage 1 and 2 pupils make good progress in their learning. They work hard in lessons, are highly motivated and respond enthusiastically to teaching. However, a small minority of older pupils fail to control their enthusiasm and tend to interrupt the contributions of other pupils and adults.
66. Throughout the school, pupils display high levels of good behaviour and this impacts well on standards of achievement. Pupils are courteous, considerate and interact well with each other and with the adults in school. From the early

years on, pupils understand right from wrong and demonstrate a high degree of self-discipline.

67. Whole school attendance (not including the nursery), during the three terms preceding the inspection averaged 93.5 per cent and equals the average for primary schools in Wales. With few exceptions pupils arrive on time. Registers are neatly maintained and completed in accordance with statutory requirements.
68. Pupils' progress in their personal, social, moral and wider development is outstanding and reflects the strong Christian ethos within the school. The message of caring and sharing and being kind to each other is reinforced constantly in the early years and this lays the foundation for pupils' later development.
69. Through collective worship and their classroom studies, pupils learn to understand other beliefs and cultures and demonstrate respect for those from other religious backgrounds.
70. From the early years on, children begin to understand their role as part of a village community and they value the opportunity to participate in community events.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

71. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

72. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	80%	0	0	0

73. When there are outstanding features in the teaching, thoughtful questioning by teachers challenges pupils' thinking, well-judged intervention and continuous monitoring of their work helps pupils to move on in their learning and tasks are closely matched to each learner's ability. In these lessons, the teaching is stimulating and consistently sustains pupils' interest.

74. In all the lessons, the quality of relationships between the pupils and teachers is good and behaviour is generally very well-managed. Teachers display a good knowledge of the subjects and of the areas of learning taught, lessons are planned thoroughly and there is a clear focus on specific learning aims. A range of resources including interactive white boards and video tapes, are used effectively to enhance pupils' learning.

75. Lessons are generally well paced with a good balance between oral, written and group work. Teachers check that pupils have a secure understanding of the subject at hand, there is good progression within lessons and plenary sessions involve pupils in evaluating their own and other's achievements.

76. Although the use and range of incidental Welsh varies from class to class, all teachers use relevant commands and simple phrases frequently during the school day to develop pupils' use of Welsh.

77. In a small minority of lessons, introductions are too long and the in-attentiveness of a small number of pupils is not addressed.

78. Arrangements for assessing and recording pupils' work is good. Early years children are assessed regularly in the six areas of learning and the information gathered is used effectively to monitor their all-round development and plan for their needs.

79. At key stage 1 and key stage 2, pupils are assessed regularly in the core subjects and the results evaluated. Teachers keep appropriate records of their attainments and use standardised tests effectively to monitor their progress. The outcomes of all assessments including National Curriculum

assessments, are analysed carefully and used to influence planning of future work.

80. There are also appropriate procedures for assessing the foundation subjects. The system used to assess music is particularly effective.
81. The individual targets agreed upon with pupils contribute well to their language and mathematical development. Pupils' involvement in self assessment is well established.
82. Pupils' work is marked regularly. Encouraging comments are linked to the aim of the task and when necessary, steps for improvement are noted. In all classes, there is effective use of informal oral assessment and feedback during lessons.
83. The annual reports to parents meet the statutory requirements. They provide useful information for parents about their children's progress in all subjects, including their targets for improvements in the core subjects, together with helpful general comments about their personal and social development. Parents appreciate the opportunities they have to discuss their children's progress with teachers.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

84. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
85. The school responds well to the learning needs of pupils and provides equal access to a broad and balanced curriculum. The planning and provision for the under fives is good and ensures that every child benefits from the experiences planned both inside the classroom and in the outdoor area.
86. There is good planning for all curriculum subjects providing interesting and differentiated experiences that offer continuity and progression in pupils' learning. All schemes of work contain references to the basic and key skills. Cross-curricular provision to ensure that pupils develop the key skills of literacy, numeric and ICT is good. The school has received the third accreditation of the Quality Mark from the Basic Skills Agency. Curricular provision fully meets the statutory requirements.
87. *Y Cwricwlwm Cymreig* is successfully promoted through a range of opportunities, mainly through music, art, history and geography.
88. Personal and social education is included through a range of curriculum activities and through the structured periods of circle time. This aspect

contributes significantly to improving pupils' motivation for learning and their achievements.

89. A good range of extra curricular activities is offered which enhances the curriculum and further develops learning skills. Through numerous visits, pupils broaden their learning experience and develop educational and sustainable life skills.
90. Provision for pupils' spiritual, moral, social and cultural development is good. Collective worship and the close liaison with the parish church make a significant contribution to this aspect of the school's work.
91. Partnerships with parents and the wider community are good. Parents are kept well informed of their children's progress and the happenings within school. Many parents assist in the classrooms and also help with after school clubs. An active and supportive 'Friends of the School Association' raises considerable funds for additional resources and facilities.
92. There are well-established arrangements with the local high school to ensure a smooth transition with minimum disruption to flow of learning. Pupils benefit from the close links with local schools in the cluster for sport and other activities. Very strong links are established with the church and with many other bodies within the community.
93. Pupils' experience of the world of work is broadened by suitable visits and receiving visitors from the world of work into school. Pupils have worked with agencies and local experts in environmental matters.
94. Provision to increase pupils' understanding and awareness of sustainable development is good. Pupils' knowledge of environmental awareness is developed through conservation initiatives such as waste reduction and recycling. There is a 'paper bank' in school for the collection of paper for processing and fruit and vegetable scraps are composted. Year 6 pupils have gained an award for helping the environment.
95. Pupils' involvement with numerous fund-raising activities increases their understanding of global citizenship.
96. The development of pupils' entrepreneurial skills is promoted through various practical and curricular activities. Year 6 pupils run the 'healthy eating' tuck-shop; they order the fruit, count the takings and make up a balance sheet.

Key Question 4: How well are learners cared for, guided and supported?

Grade1: Good with outstanding features

97. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
98. Pastoral care of pupils is given high priority in the school. Pupils feel safe and well-supported by adults and parents are fully involved in discussions about the care of their children. Teachers and learning support assistants have excellent relationships with the pupils and are fully aware of individual pupils' needs. This is an outstanding feature of the school's provision.
99. Induction procedures for children joining the school in the nursery are outstanding and children quickly get used to their new surroundings and the daily routines of the school.
100. Attendance and punctuality are monitored closely. Good attendance is acknowledged and appreciated by pupils.
101. The school's provision for ensuring the healthy development, safety and well being of all pupils is outstanding. Older pupils care for younger ones and try to put their needs first. Risk assessments are undertaken before any educational visits take place and any breach of Health & Safety regulations are tackled purposefully. The school is working towards the first accreditation of the Healthy Schools Initiative.
102. There are well-developed policies and procedures for child protection. A useful ready reference booklet has been produced for staff.
103. Provision for pupils with additional learning need is good and conforms to the requirements of the Code of Practice. Early and effective diagnoses of pupils' special needs together with the full involvement of parents in supporting their child, are outstanding features. Pupils are fully included in the life and work of the school and full records are kept of their performance and progress.
104. The one to one support provided by the teaching assistants is highly effective and promotes good progress and behaviour by pupils in their care.
105. The special educational needs co-ordinator is well informed of the needs and requirements of these pupils and works well with class teachers, support staff and the designated governor for additional learning needs.
106. Pupils' Individual Educational Plans are of good quality. The targets set are clear and within pupils' ability. Pupils are given good opportunities to participate in setting and reviewing targets and are becoming increasingly proficient at this.
107. Pupils are well supported by the groupings within class lessons where they are enabled to work at an appropriate level. This ensures that they make

progress, often in line with that of other pupils. There are good links with outside agencies.

108. The school recognises the diversity of pupils' backgrounds and all pupils are treated equally with dignity and respect irrespective of social, educational and ethnic background. Pupils have equal opportunities to participate in all school activities appropriate to their age.
109. There are good support programmes to promote pupils' understanding of diversity within society. These are incorporated effectively in to the personal and social element of the school's curriculum.
110. The school has good and effective measures in place to eliminate oppressive behaviour, bullying and all forms of harassment.
111. Pupils with physical disabilities are included in all aspects of the curriculum including physical education. They are set challenging tasks and are encouraged to succeed. This is an outstanding feature of the school's provision.
112. There are suitable accessibility arrangements to the school buildings and grounds. The school meets the requirements of the Disability Rights Act.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

113. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
114. The positive leadership provided by the head teacher co-ordinates the work of the staff and governors effectively giving a clear sense of direction to the school's development. High standards are promoted and there are shared values about learning, behaviour and relationships. There are clear aims and policies that are focused on pupils' needs and are implemented fully by staff and governors.
115. Equality for all is promoted and the contribution of pupils, parents, governors and staff is appreciated. Teaching staff work effectively as a team; they fulfil their leadership and managerial roles thoroughly and play an active part in strategic planning for school development. The subject co-ordinators make a key contribution to the school's self-evaluation procedures.
116. National and local priorities such as inclusion, the 'Healthy Schools Initiatives,' equal opportunity, bilingualism, citizenship and sustainability are built into the school's development framework and feature highly in its everyday work.
117. There are effective processes for setting end of key stage targets in year 2 and year 6. All staff are involved in the process and every effort is made to ensure that the targets are both challenging and achievable.
118. There are effective systems for identifying teachers' continuous professional development needs and ensuring they have appropriate support and training to meet their individual objectives.
119. The governors have a thorough understanding of their role and contribute effectively to strategic planning. They perform their duties with enthusiasm and dedication and regularly attend LEA training courses. They have a thorough understanding of their role as critical friend to the head teacher.
120. Specific subject responsibilities have been assigned to governors which entails reviewing teachers' plans, inspecting pupils' work and visiting lessons in order to evaluate the quality of the teaching. This is an outstanding feature of the school's management. The governing body fulfils its statutory responsibilities thoroughly.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade1: Good with outstanding features

121. The findings of the inspection team differ from the school's self-evaluation, as the school awarded a grade 2 for this key question. The team felt that the school had not given itself enough credit for the outstanding quality of its self-evaluation procedures.
122. Self-evaluation is a positive feature for informing school managers and evaluating the performance of the school. The information gathered is used very effectively to raise standards and make improvements. The team's findings match the school's judgement in the self-evaluation report in five of the seven key questions.
123. The self-evaluation arrangements are outstanding. They are comprehensive and systematic and focus specifically on pupils' standards of achievement and the quality of educational provision. Curriculum leaders collate evidence from a number of different sources in their subject reports and report findings to the governing body.
124. Local and national assessment data are used purposefully to compare the school's performance with that of similar schools, in terms of the percentage of pupils eligible to receive free school meals.
125. A range of strategies including questionnaires, have been used effectively to seek the views of pupils, parents and governors about the provision that the school offers. Comments were analysed in detail and action taken where necessary. This is outstanding practice.
126. The School Council has already been influential in some of the planned development areas, especially the development of the school grounds.
127. The self-evaluation report prepared for the inspection team is of good quality and includes a rigorous analysis of standards. There are clear links between the outcomes of self-evaluation and the priorities included in the School Development Plan.
128. The School Development Plan is a useful strategic document, which gives the school's development a clear sense of direction. Sufficient resources are allocated to implement the plan and there are effective arrangements to evaluate the outcomes of the priorities.
129. The school has made good progress in tackling the Key Issues identified in the 2000 inspection report. Standards in the three subjects deemed to be satisfactory [Grade 3] have risen to good [Grade 2], schemes of work have been produced for all subjects including the under fives, and the role of subject co-ordinators has been further developed.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

130. The findings of the inspection team differ from the school's self-evaluation, as the school awarded a grade 3 for this key question. The team felt that the school had over-emphasised the constraints placed by the accommodation when grading this question.
131. The number of teaching staff is sufficient and ensures an average class size of 18 pupils. Teaching staff are well qualified and experienced and are allocated to teach in age groups which are a good match to their individual skills and interests. They update their teaching skills and knowledge regularly through attending a variety of training sessions.
132. Classroom support assistants and volunteer parents make a valuable contribution to the teaching and to the quality of pupils' learning.
133. Teachers' expertise is used effectively through exchanging classes for teaching specific subjects. This practise leads to higher standards especially in physical education. Effective use is also made of the LEA's Welsh second language support through the services of the '*Athrawes Fro.*'
134. There are effective procedures for reducing teachers' workload and providing time for planning, preparation and assessment. The present arrangements have a positive effect on pupils' standards of achievement and on the effectiveness of the teaching.
135. The school is well resourced in most subject areas including under five's enabling the curriculum to be accessed and properly supported by staff and pupils. However, the library area is very small and is subject to heavy use for activities unrelated to its function.
136. The school's grounds are an outstanding resource for learning and playing and are used effectively by both the school and the local community.
137. The school building is in good condition and is well cared for by the school and the LEA. However, its lack of space places severe constraints on both teachers and pupils. There is no designated staff room and no room to use for private and confidential meetings. All available space is used effectively and efficiently by the head teacher and staff.
138. The school's financial and physical resources are managed economically and efficiently giving good value for money. Short-term and long-term spending is carefully planned, any likely changes in the budget are anticipated, and resources are made available according to priorities and educational targets.

Standards achieved in subjects and areas of learning

Welsh second language

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good Features

139. Key stage 1 pupils participate enthusiastically in oral activities. When greeting each other, discussing the weather, describing colours and clothes and other appropriate situations, pupils' knowledge of language patterns and vocabulary is thorough. They speak clearly and sing a variety of simple songs to consolidate their oral work. They competently use questions as well as answers to denote possession when discussing and playing language games to do with pets.
140. The vast majority of key stage 1 pupils can read with good understanding from flash cards, sentence captions and thematic booklets. They read with good expression and pronunciation. Older pupils are well able to independently write simple captions with questions and sentences linked to their oral work.
141. At key stage 2, pupils continue to develop good accents and clear pronunciation. Their range of words, phrases, sentences and questions increases significantly. With the help of wall charts, they talk in extended sentences and in the past tense when discussing their personal news items. They express likes and dislikes competently in more than one context. Year 5 and 6 pupils discuss personal details, describe various characters and express opinions displaying their knowledge of appropriate adjectives, as well as a good range of question and answer patterns.
142. Under teacher guidance, key stage 2 pupils regularly read wall displays, charts and scripts from video programmes exhibiting good understanding and expression. They write short dialogues, complete comprehension tasks and write their own news items. During these tasks, most pupils write coherently with the more able writing at length in the past tense.

Shortcomings

143. Although there are no important shortcomings, pupils' ability to take part in paired role-play and to sustain simple conversations with each other is limited.

Mathematics

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

144. Key stage 1 pupils read, write and order numbers with increasing accuracy and they have a sound understanding of place value. They remember well a wide range of previous work, understand key concepts and recall key facts quickly and accurately. They make reasonable estimations of amount and use the correct mathematical terminology to describe their work. By year 2, pupils explain their work logically, count orally in steps of different size and recognise simple numerical patterns. They have a good understanding of money and fractions.
145. Pupils' understanding of the features of 2 and 3 dimensional shapes is good. They recognise shapes according to their mathematical names and describe in detail their main characteristics. They use standard units for the accurate measurement of length, mass and volume and their understanding of time develops appropriately.
146. Key stage 2 pupils have a sound understanding of place value in six-digit numbers or above, and recall and use multiplication and division facts with appropriate speed. By year 4, they have a firm grasp of the principles of division including remainders. Year 5 and 6 pupils use the four rules with increasing assurance and work accurately on paper and mentally. They handle decimals confidently and have a sound understanding of fractions and percentages.
147. Pupils use diagrams, graphs and mathematical notation effectively to convey their findings and ideas clearly to others.
148. Pupils can measure and identify angles correctly and note the symmetries in 2D shapes. Year 5 and 6 pupils recognise and use the four quadrants of a grid correctly.

Shortcomings

149. There are no important shortcomings.

Science

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Outstanding features

150. The ability of pupils at years 3 and 4 to formulate scientific questions and devise and plan their own investigations independently, is an outstanding feature. Their predictions are based on scientific principles and they can draw their own conclusions from their findings.

Good Features

151. With the support of their teacher, key stage 1 pupils carry out a good number of investigations. They understand the requirements of a fair test and make sensible predictions about the likely outcome of their investigations. They discuss their work confidently, make detailed observations and record their results independently. Year 2 pupils are able to offer a simple explanation of what they have observed.

152. Key stage 1 pupils' scientific knowledge and understanding is generally good. They use the correct scientific terms when describing the ways materials change when heated and can differentiate between permanent and reversible changes. They describe in detail the sequence of a process for example, making a scrambled egg.

153. Key Stage 2 pupils plan scientific enquiries systematically and carry out experimental work purposefully and safely. They identify the main variables in an investigation and choose which of these are to be constant and which are to be changed. They make systematic observations and measurements and communicate their findings effectively using text, diagrams, graphs, tables and labelled drawings.

154. Pupils in Year 3 and Year 4, have a thorough understanding of the factors that affect how sugar dissolves in water.

155. Year 5 and Year 6 pupils can describe in detail the ways materials change and can differentiate between mixtures and solutions.

156. Throughout key stage 2, pupils demonstrate a sound knowledge about aspects of the natural world and an understanding of the behaviour of plants, animals and inanimate materials. They use scientific terms correctly in their descriptions and accounts.

Shortcomings

157. Although there are no important shortcomings, the ability of pupils in years 5 and 6 to instigate, plan and carry out their own investigations is not fully developed.

Information technology

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

158. Key stage 1 pupils use an appropriate range of equipment and information technology software with increasing skill in a variety of contexts. They write pieces of written work independently on the screen, adapting the text as required and printing it.
159. They can move images on the screen with confidence and use art packages effectively to create pictures and colourful patterns. With support, they can draw simple graphs and use the Internet to search for information.
160. Key stage 1 pupils make good use of the floor turtle. They can control the movement and direction of the turtle by programming it correctly with a sequence of complex instructions.
161. A good number of key stage 2 pupils are confident users of equipment and information technology software and have good keyboard skills. They communicate and exchange information effectively in different forms including text, graphs and pictures. They make good use of the Internet when searching for information from different websites and when sending e-mails.
162. Across the key stage, pupils' ability in using database programs to record, interrogate and reorganise data is good.

Shortcomings

163. There are no important shortcomings.

Music

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good Features

164. At key stage 1, pupils use a range of instruments to produce a variety of sounds. They listen intently and maintain a regular beat with accuracy.
165. In response to stimuli, pupils competently investigate and produce sounds to compose a 'sound picture' describing a storm. They use a number of instruments and parts of their bodies effectively when demonstrating timbre and tempo and evaluate their own work suggesting some useful improvements.

166. The majority of pupils in both key stages sing melodiously. Key stage 1 pupils sing a variety of songs and rhymes enthusiastically using movement at times to express the meaning of the songs.
167. Key stage 2 pupils sing a repertoire of songs with accuracy and a good sense of tonality. They demonstrate good knowledge and understanding of a large number of musical terms relevant to their tasks.
168. Key stage 2 pupils emulate rhythmic patterns well showing good awareness of tempo and dynamics. They research a range of sounds selecting, combining and ordering them effectively to produce specific moods and atmosphere. They produce imaginative compositions, which they perform with confidence and pleasure. They listen to and evaluate each other's performance constructively suggesting improvements.
169. The weekly opportunities provided by the school for a significant number of pupils to either play the harmonica, the penny whistle or the piano, enhance the overall standards in music.
170. Pupils listen to famous composers, music from other cultures, as well as Welsh music. They can discuss certain musical elements they have heard and use them as stimuli for their own compositions.

Shortcomings

171. Although there are no important shortcomings, older pupils at key stage 2 do not develop their composition skills sufficiently.

Physical education

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good Features

172. Pupils at both key stages dress appropriately for physical education lessons, they listen carefully to instructions, concentrate well when working and enjoy participating in the activities. They have a good understanding of the beneficial effect of physical exercise on health and of the need to ensure safety during the lessons.
173. Key stage 1 pupils build effectively on the skills learned in the early years. Their ball skills develop well; they can pass a ball between their feet when they trap it and they are beginning to develop an awareness of movement that controls the ball.
174. Year 3 and year 4 pupils show good running techniques and apply their skills successfully in a race situation. They experiment with different ways of

running and are aware of the importance of the correct use of the arms and of running on their toes.

175. At year 5 and 6, pupils demonstrate a good throwing action making effective use of their legs, body and arm to accelerate their movement. A good number of the pupils are able to throw a soft javelin over a long distance from a standing start.
176. Throughout the key stage, pupils evaluate one another's performance effectively suggesting ways in which it can be improved.
177. Pupils make good progress in swimming as a result of regular opportunities from year 1 onwards. All year 5 and year 6 pupils are proficient and confident swimmers.

Shortcomings

178. There are no important shortcomings.

School's response to the inspection

The stakeholders in the school are immensely proud of the findings in the inspection report. The report details the agreement of the inspection team with the schools self evaluation. In fact where there are differences in the grading between the school and the inspection team the inspectors saw fit to move the grades to a higher point than the school had awarded itself. This assured us that we are on the right track as far as correctly evaluating our performance and also gave us the benefit of an impartial, professional assessment which found that we were, in some instances, undervaluing our achievements.

It was also very gratifying to note the occasions where the inspection team had found evidence of "outstanding" practice in the work of the teaching staff, the pupils achievements and the work of the governing body.

Another very pleasing aspect of the outcomes of the inspection was the agreement between the findings of the Estyn inspectors and the inspector carrying out the Section 50 Inspection on behalf of the Church in Wales. The inspections were carried out concurrently and both reports remark upon the strong caring and Christian based ethos of the school detailing sound evidence of the supportive and inclusive nature of Clyro Church in Wales Primary School.

The role of the Nominee in the inspection process was very positive and offered opportunities for additional evidence to be sourced and also counted as excellent professional development for the nominee.

Since the previous inspection in 2000 most of the teaching staff has changed. The previous report on the school was very positive and it was judged in this report that very positive progress had been made.

It is now the intention of the governing body that the recommendations for school improvement generated by the inspection will be written into the current School Development Plan for action over, and beyond if necessary, the next school year.

In conclusion, the staff and governors of Clyro Church in Wales Primary School would like to reiterate how positive a process they found the inspection to be and state how useful the findings are in guiding the school towards further improvements in the education and facilities it provides for its pupils.

Appendix 1

Basic information about the school

Name of school	Clyro Church in Wales Primary School
School type	Voluntary
Age-range of pupils	3 – 11
Address of school	Clyro, Via Hereford, Powys
Postcode	HR3 5LE
Telephone number	01497 820860

Head teacher	Mrs Dorothy Davies
Date of appointment	April 2001
Chair of governors	Mr R Lewis
Registered inspector	Wil Williams
Dates of inspection	20 – 22 June 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10	12	9	15	6	12	14	6	84

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	6:1
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Rest of School
Summer 2005	91.3	94.2	93.5
Autumn 2005	0	92.3	93.8
Spring 2006	88.3	92	94.8

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	9
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included.		

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	75%	In Wales	80.1

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6		13		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	0	60	40
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	40	60
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	0	60	40
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Teacher Assessment			
In the school	100%	In Wales	71.9%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection. The team was accompanied by a peer assessor. The head teacher undertook the role of nominee.

These inspectors visited:

- 25 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 32 responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams Registered Inspector	Context, Summary, Recommendations, Annexes, Key questions 1, 5, 6 and 7. Mathematics, science, information technology
Ms Lisa Jane Davies Team Inspector	Key questions 2, 3, 4. Welsh second language, music, physical education
Mr Charles Brentall Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Mrs Joan Morris Peer Assessor	Contributions to all key questions
Mrs Dorothy Davies Head teacher Nominee	Provision of information

The contractor was:

Evenlode Education Ltd
8 Fisher Close
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Acknowledgement

The inspection team would like to thank the governors, head teacher, staff, parents, other members of the community and pupils for their co-operation and courtesy throughout the inspection.