

**Inspection under Section 28 of the
Education Act 2005**

**Hay On Wye
Community Primary School
Oxford Road, HR3 5BT**

School Number: 6662116

Date of Inspection: 02/10/06

by

**Peter Mathias
78829**

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- * 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
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

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Hay On Wye Community Primary 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 Hay On Wye Community Primary School took place between 02/10/06 and 05/10/06. An independent team of inspectors, led by Peter Mathias 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

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 this 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.

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	18
Leadership and management	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key Question 7: How efficient are leaders and managers in using resources?	23
Standards achieved in subjects	
English	25
Science	26
Information technology	27
Design technology	28
Music	28
Religious education	29
School's response to the inspection	31
Appendices	
1 Basic information about the school	32
2 School data and indicators	32
3 National Curriculum assessments results	33
4 Evidence base of the inspection	35
5 Composition and responsibilities of the inspection team	36

Context

The nature of the provider

1. Hay On Wye Community Primary School served the small town from which it derives its name and the nearby rural area. It is 15 miles from Brecon and is close to the English border. About 70% of pupils who attend the school come from the town and 30% from outside the school's catchment. There are 116 pupils on roll between YR and Y6, who come from a wide range of backgrounds. The majority live in public housing. The school reports that 18% of pupils are considered to be entitled to free school meals which is well above the Unitary Authority (UA) average of 9.9% and just below the All-Wales average of 19.7%.
2. About 25% of pupils are considered to have some degree of special educational needs (SEN). Six pupils have statements of SEN generally for moderate learning difficulties. No pupil has the National Curriculum (NC) disapplied.
3. One pupil has English as an additional language and no pupil speaks Welsh as a first language. No pupil was excluded in the previous school year. The school holds the Eco-School Green Flag Status, the Basic Skills Quality Mark (2006) and the Healthy Schools Award. It was last inspected in the Autumn Term 2000 under the current headteacher.
4. The school has an appropriate set of aims which are:-
 - to develop and prepare individual pupils for a responsible roll in society;
 - to develop skills, attitudes and values in order for pupils to make a contribution to life in the outside world;
 - to develop lively enquiring minds
 - to present pupils with challenges and to encourage a will to overcome them.
5. The school's mission statement is "Learning Today to Make Tomorrow".

The school's priorities and targets

6. The school's priorities and targets for 2005/2006 are to:-
 - raise standards in English and mathematics;
 - address boy/girl imbalances in performance;
 - complete the process of collecting samples of pupils' work in all subjects to indicate the standards expected year on year;
 - develop further thinking skills in mathematics and science;
 - promote lunchtime activities for pupils and to develop parents' workshops;
 - complete a scheme of work for pupils' personal and social education;
 - promote further pupils' bilingual skills;
 - extend the use of interactive whiteboards and
 - carry out improvements to the interior of the building.

Summary

7. Hay On Wye is a happy, purposeful school, which is very well led. Pupils achieve good standards and many pupils make at least the progress expected of them. It has made significant improvement since the last inspection.
8. The inspection team agrees with five out of the seven judgements made by the school in its self evaluation report about the standards pupils achieve and about other areas of its work. In Key Question 5 the inspection team awarded a Grade 1. The school underestimated the overall quality of the care, guidance and support it provides for its pupils. The inspection team also judged that the overall quality of leadership and management shown by the headteacher and the governing body was Grade 1. This difference is because the inspection found that there are several outstanding features in the way the long-term strategic needs of the school are managed and the very close and constructive relationships which exist between the governing body and the headteacher.

Table of grades awarded

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

9. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	79%	4%	0%	0%

10. Pupils' standards of achievement are at least Grade 3 in 100% of lessons seen and Grade 1 or Grade 2 in 96% of lessons seen. These figures are above the targets set by the WAG in its 'Learning Country' document (2007).
11. Many children begin school with just below the UA average achievements for children of this age. They have well below average maturity in their mathematical abilities. Children make good progress in all areas of learning

and are well prepared for the next stage of their education. In all areas of learning, children with SEN achieve well.

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
English	2	2
Science	2	2
Information technology	2	2
Design technology	2	1
Music	2	2
Religious education	2	2

12. Pupils' standards and progress in the key skills are Grade 2. In communication in English and Welsh including bilingual skills, standards are Grade 2 as they are in mathematical skills and information technology skills (ICT). Pupils' knowledge of the particular features of Welsh music, dance, art and literature are also Grade 2. They have a good understanding of the history and traditions of their own area and of wider Wales. Pupils' personal and social skills, their problem solving and creative skills are Grade 2. Pupils work well with each other and with adults. They have a very good understanding of how to improve their own learning and performance in English. In other subjects this is less well developed.

13. Starting from a just below average base when they begin school, pupils in the end of KS1 national assessments for seven year olds in 2005 pupils achieved well. In English and science standards were well above the expected level, (Level 2) when compared both to the UA and national averages. Results were very high when the results were compared to schools considered to have about the same proportion of pupils entitled to free school meals. Results in mathematics were above the local and national average and better than the majority of similar schools. In these tests girls achieved relatively better than boys in all three subjects. When the results in the three subjects are combined the school performed well above most similar schools in the UA. The trend of improvement in the results in the end of KS1 assessments has been positive and the targets agreed with the UA have been met or exceeded. In 2006 there is evidence to suggest that all pupils achieved at least in line with expectations.

14. In the KS2 national assessments for 11 year olds in 2005, the percentage reaching or exceeding the expected standard (Level 4) was below the UA and national averages in English and mathematics but well above in science. When these results are combined, they were below the local and national averages and below average for similar schools. This group of pupils contained a high proportion of pupils with SEN. In these assessments, girls performed better than boys in all three subjects.

15. Since 2002 the targets set with the UA have been met or exceeded. These results have been just below or just above the UA and All-Wales averages. In science, results have been consistently above. When compared to schools considered broadly similar these results have been broadly in line in English

and mathematics and well above in science when compared to the standards the pupils achieved when they were seven years of age, the progress pupils make is above that predicated for them.

16. There is reliable evidence to suggest that many pupils build successfully on what they are able to achieve when they enter the reception and reach at least the standards it would be appropriate to expect of them by the age of 11. There is also evidence to suggest that results in 2006 are likely to be similar to those in 2005.
17. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good with no important shortcomings. Pupils are very well behaved. They are considerate and courteous to each other and to adults. There is an atmosphere of mutual respect throughout the school. The level of attendance at 94% compares well with both national and local primary school averages.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	66%	6%	0%	0%

18. In the lessons seen, the percentage of Grade 1 and Grade 2 lessons compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2004/2005. Nationally the quality of teaching is at least good in 79% of lessons with 18% having outstanding features.
19. In the reception, teachers have a well-developed appreciation of the needs of children of this age. Experiences for children in the reception are carefully planned and are effective. Support for all adults who work with these children is of a high quality.
20. Across the school in KS1 and KS2 outstanding features of the teaching include:-
 - very high expectations of what pupils can achieve;
 - close and supportive relationships between teachers and their pupils which promote a positive and friendly atmosphere;
 - careful planning of lessons so that resources are readily to hand;
 - inventive and lively introductions to lessons;
 - very well developed questioning skills which successfully encourage pupils to think things out for themselves;
 - careful monitoring to ensure that all pupils play a full part in their lessons, and
 - effective deployment of teaching assistants.
21. Arrangements to monitor pupils' long-term progress and achievements are thorough and effective. They meet statutory requirements in full. Teachers know their pupils well and assessments are accurate and consistent. There are some collections of pupils' work to indicate the standards pupils should aim to achieve in subject year on year. However, these are not complete for all

subjects. In English short-term targets indicating the small steps pupils need to make to achieve more are well used. However, this practice is not applied in other subjects. Annual reports are sufficiently detailed and meet statutory requirements.

22. The curriculum is broad and balanced. It successfully builds systematically on what pupils know and can do. Relevant concise policy documents and schemes of work are in place in order to encourage stimulating learning activities. The curriculum meets all statutory requirements and in religious education, the requirements of the locally agreed syllabus. The curriculum meets the needs of all pupils well including those with SEN.
23. The curriculum is greatly enhanced by a good range of extra curricular activities and clubs. Homework provision is good and appropriate tasks are set for pupils. A good range of learning experiences successfully promotes pupils' personal development including their spiritual, moral, social and cultural development. Pupils have a secure understanding of *Y Cwricwlwm Cymreig*. There are good opportunities both in lessons and in acts of collective worship which meet statutory requirements to reflect and to consider the needs of those less fortunate than themselves.
24. Links with parents and carers are outstanding. There are good links with other local schools and colleges. Pupils' entrepreneurial skills are well developed. They have a very clear understanding of the need to look after natural resources and to protect the environment. They are aware of the need to eat healthily and have good opportunities within school to do so.
25. All pupils receive high quality care, guidance and support. Induction arrangements for the early years are carefully planned and implemented. Across the school there is a very positive ethos where pupils are cared for guided and supported particularly well. All pupils, including those with some degree of 'SEN are made to feel valued and all pupils are treated equally.
26. There are thorough systems in place to monitor attendance, punctuality, behaviour and performance. The school's provision for ensuring pupils' health and safety is comprehensive and is reviewed regularly.

Leadership and management

27. The leadership of the headteacher is very strong and purposeful. All staff and governors work closely and effectively together to make the school a success. There is a very positive atmosphere and sense of purpose to achieve the mission statement 'learning Today to Make Tomorrow'. There are detailed and effective systems in place to review pupils' progress. These are well used to set longer term targets for pupils to achieve.
28. The school gives close attention to national and local priorities. Much has been achieved in promoting pupils' awareness of ecological issues, the need to protect the environment and to follow a healthy lifestyle. There is a very

successful and active school council and eco-council. The school also provides a breakfast club and an after school club.

29. Across the school, teachers undertake their management roles well and are highly motivated. They take their responsibilities seriously and carry out their work very conscientiously. They co-operate closely to identify what the school does well and where improvements are needed.
30. The school meets all statutory requirements in full, including judging the performance of individual teachers and providing time during the school week for teachers to plan, prepare and assess. These arrangements are efficiently managed.
31. A particularly strong feature in the leadership and management of the school is the outstanding way governors work closely and effectively with the headteacher and professional staff. All governors have a close involvement in the life of the school and in agreeing priorities for the future. There are rigorous procedures in place which are very effectively used to evaluate the success of spending decisions. The role of the governing body as a critical friend of the school is very well developed and is a positive and constructive factor in the school's development.
32. The self-evaluation document is well constructed and has been produced from first hand evidence. The views of parents and governors have been taken fully into account. The process of carrying out self-evaluation is well established.
33. The school development plan (SDP) is very well constructed. It is a concise and well-used document in order to set priorities for action and to track the progress of initiatives. The SDP is closely linked to the school's self-evaluation process. The SDP is accurately focused on the needs of the school. It includes effective arrangements to address the requirements to make time for teachers to plan, prepare and assess during the taught week.
34. Since the last inspection in September 2000, the school has made good progress. The key issues of the inspection have been thoroughly addressed.
35. The school is very well staffed for the number of pupils on roll. Teaching and support staff are appropriately qualified and suitably experienced. There is a positive atmosphere which successfully promotes learning. The buildings are well maintained and provide good facilities for teaching and learning. Resources for lessons are good in quality and quantity and fully meet pupils' needs. Economic and efficient use is made of these resources.
36. Day-to-day administration is efficient and effective. Caretaking, administrative and other support staff play a full part in the life of the school.
37. Taking account of the standards of achievement by many of the pupils from often below average starting points by the age of 11, together with the overall good quality of education provided, the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected the staff and governing body need to:-

- R1 complete the process of making collections of pupils' work to indicate year on year what pupils should aim to achieve in all subjects, and
- R2 extend the arrangement already in place in English for setting short-term achievable targets for individual pupils to other subjects.

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

38. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
39. Pupils' standards of achievement in the lessons observed are as follows:-

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	79%	4%	0%	0%

40. Pupils' standards of achievement are at least Grade 3 in 100% of lessons seen and are Grade 1 or Grade 2 in 96% of lessons. These figures are above the targets set by the WAG in its 'Learning Country' document (2007).
41. Baseline assessments indicate that achievement is generally just below the UA average and it is well below in mathematical abilities.
42. The overall quality of the education provided for children under five is appropriate to their needs and children make good progress towards the desirable learning outcomes for children's learning.
43. In KS1 and KS2 in the subjects inspected, standards of achievement are as follows :-

Subject	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Information technology	2	2
Design technology	2	1
Music	2	2
Religious education	2	2

44. In the 2005 NC assessments for seven year olds, attainment in English and science was well above the UA and national averages and was very high for schools considered to have about the same proportion of free school meals. In mathematics, results were above the local and national averages and better than the majority of similar schools. In these tests, girls achieve better than boys in all three subjects. When the results in these subjects are combined, the school performed well above most schools in the UA and in Wales generally. When these results are compared to those of other schools in the UA considered to have broadly the same proportion of pupils who are eligible for free school meals the results were very high.
45. Since 2002, the targets agreed with the UA have been met or exceeded. The trend of improvement over this period has been positive. In 2002 only 25% of

pupils achieved the expected level (Level 2) when the results in English, mathematics and science were combined. In 2005, 99% of pupils reached or exceeded that standard. In English and science all pupils did so. For the first time, results in 2005 were above the UA and All-Wales averages where previously they had been below. There is evidence to suggest that in 2006 the results were adversely affected because of a large proportion of pupils considered to have some degree of special educational needs in a relatively small group who took part in these assessments. Nevertheless all pupils achieved at least in line with what was reasonable to expect of them bearing in mind their levels of achievement on entry to the reception class.

46. In the KS2 national assessments for eleven year olds in 2005, the percentage reaching or exceeding the expected standard (Level 4) was below the UA and national averages in English and mathematics but well above in science. When considering these results it should be borne in mind that this group of pupils had a high percentage of pupils with SEN. In these assessments girls performed better than boys in all three subjects. Since 2002 the targets set with the UA have been met or exceeded. These results have been just above or just below the UA and All-Wales averages. In science, results have been consistently above the All-Wales average. When compared to schools considered broadly similar these results have been above most similar schools.
47. There is reliable evidence to suggest that many pupils build successfully on what they are able to achieve when they enter the reception and reach at least the standards it would be appropriate to expect of them by the age of 11. There is also evidence to suggest that results in 2006 are likely to be similar to those in 2005.
48. Overall, pupils' development of the key skills is Grade 2. In KS1 and KS2, pupils' standards of progress in English in the key skills of speaking are Grade 2. In listening pupils are very attentive and standards and progress are Grade 1. Pupils speak confidently and have well developed specialist vocabulary, for example in science and in design technology to describe what they know and can do. Listening skills are very well developed and pupils throughout the school pay attention and listen carefully. Pupils' skills in reading are Grade 2. They use reference books and search the Internet confidently to find out information about what they are studying. Pupils' writing skills are also Grade 2. They write well in English for a range of different purposes, for example in information technology when making a presentation and in science when recording and describing their experiments.
49. Pupils' achievements in communication in Welsh are Grade 2 and pupils achieve well, bearing in mind the starting points of many pupils. Pupils speak clearly in Welsh, both in lessons and informally. They listen closely when Welsh is spoken. They read with increasing confidence and understand the many bilingual label displays in their classes and around the school. Pupils are beginning to write confidently in Welsh. Pupils' bilingual skills are also Grade 2. In both key stages, pupils respond appropriately to their teachers in both English and Welsh when they are given the opportunities to do so.

50. The use of pupils' mathematical skills in other subjects is well developed and is Grade 2.
51. Pupils use their mathematical skills well in design technology when designing for example different shaped bridges. They measure forces and strengths of resistance carefully. They calculate well in science, for example in how to determine how much air is contained in different growing materials. Across the curriculum they use their mathematical skills well to draw diagrams and charts.
52. Pupils' skills in using information technology (ICT) are also Grade 2. Pupils in both key stages use the 'mouse' accurately and confidently use a range of packages. In KS2, pupils apply their ICT skills widely for research and for making presentations. For example, they make a 'PowerPoint' presentation about Botswana. They draft, edit and print their work accurately.
53. Pupils, through a range of opportunities in and outside the school, have a well-developed understanding of the particular features of Welsh music, dance, art and literature. They have a good understanding of the history and traditions of their own area and of wider Wales.
54. Pupils' personal skills are Grade 2. They nearly always show a positive and caring attitude to each other. They behave very responsibly. They know what is expected of them as members of the school community and how they should behave. They show concern for those less fortunate than themselves.
55. Pupils' problem solving skills are good with no important shortcomings. Across the school pupils make decisions, for example about how they could improve their school and how they can save energy through monitoring the use of electricity. In both key stages pupils are effectively engaged in solving problems in mathematics, science and design technology.
56. Pupils' creative skills are also good with no important shortcomings. Building well on the skills they develop in reception. In KS1 and KS2 pupils apply their creative abilities to a wide range of activities in music making, painting and dance.
57. Pupils work willingly with each other and with adults both in lessons and in the playground. They know what is expected of them. They know in detail what they need to do to improve in English. However, in other subjects they are unaware of the next small steps they need to make in order to improve in those subjects.
58. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good features. The vast majority of pupils work hard in lessons; they are highly motivated, show enthusiasm for their work and are keen to do well. Pupils are eager to participate and have the capacity to work in groups and in pairs. They develop increasing levels of concentration and an ability to work independently from a young age. For example children in the Reception class write birthday cards to "Otis their special friend".

59. There is an atmosphere of mutual respect throughout the school. Pupils move sensibly in and around the school. Older pupils behave maturely and are sensitive to the needs of the younger ones. 'Playground Buddies' take their responsibilities seriously; younger pupils value their support.
60. At 94.0% the average rate of attendance for the three terms prior to the inspection is above the UA and national averages. Absences are usually caused through illness and family holidays in term time. Pupils arrive punctually at the start of the day and individual sessions and lessons start on time.
61. The school provides very effective personal and social education that helps to create a good learning ethos and enhances pupils' self esteem. Pupils develop mature attitudes and demonstrate high degrees of self-discipline The School Council and Playground Buddies show great commitment and responsibility to their roles.
62. All pupils, irrespective of race or gender, work and play well together. Pupils value and care for each other and the world around them. Pupils say there is no bullying. They know this is unacceptable behaviour.
63. Pupils develop a strong sense of citizenship within the school community and extend this through taking part in community projects. The well established School Council and Eco Committee are strength of the school. Pupils feel they have a real voice in the school and the community. This is an outstanding feature. Pupils take part in community projects that help them to understand their community, the culture of Wales and the world of work. For example the School Council makes presentations to the Town Council. Older pupils are involved in the annual Clean Rivers project and help to look after the Warren wild life area. They take part in the Hay Festival and the choir entertains in the community. A small number of pupils develop life skills and gain valuable work experience through working in the local health food shop.
64. Pupils work with parents and the community on community days to help improve the school grounds. Their awareness of the wider community is enhanced through links with a school in Africa.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

65. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
66. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	66%	6%	0%	0%

67. The quality of teaching is good or better i.e. Grade 1 and 2 in 94% of lessons. The quality of teaching is outstanding i.e. Grade 1 in 28% of lessons. These figures compare well with the national picture reported by Her Majesty's M Chief Inspector in her annual report 2004/2005. Nationally the quality of teaching is good in 79% of lessons with 18% having outstanding features.
68. In the reception class, the teachers have a well-developed understanding of how to plan for these children to benefit from a wide range of appropriate learning experiences. These opportunities help these children to settle into school routines and into their lessons well and to achieve success from a wide range of starting points.
69. Across the school, in the best lessons, teachers have very high expectations of their pupils. They challenge and encourage their pupils to do their best and to achieve high standards. A particular strength is the outstanding close and supportive relationships which exist between teachers and their pupils. As a result, pupils invariably do their best and try to please their teachers. Teachers work very constructively with their pupils, promoting a positive and friendly atmosphere where pupils feel that their contributions are valued. Teachers invariably plan their lessons very carefully so that resources are readily to hand, for example in science where pupils are busily employed in carrying out a range of interesting investigations which successfully prompt them to think things out for themselves.
70. In the best lessons, teachers are very inventive in the way they introduce pupils to and extend pupils knowledge of a topic, for example when learning to perform African music or when carrying out a detailed risk assessment before beginning to use tools in a design and technology lesson. Teachers demonstrate the skills very expressively so that pupils know the standards required. In some lessons where there are several outstanding features, the teachers' questioning skills are very well developed. Pupils are very successfully encouraged to work things out for themselves, for example in deducing how sound travels in different media. The questioning is conducted in a brisk, purposeful way. All involved react with a real sense of urgency and of enjoyment. Teachers are very careful to ensure that all pupils have equal

access to what is being taught and everyone plays a full part. Teaching assistants are invariably well deployed to help in this process.

71. In the small number of classes where the teaching has some shortcomings, the lessons were slow to start and to progress because the teaching was unnecessarily interrupted by incidents of minor misbehaviour. In some lessons teachers missed opportunities to use incidental Welsh and to foster pupils' bilingual skills.
72. Teachers make effective use of baseline assessments to identify the educational and behavioural needs of children under five at an early stage, and to plan carefully for them so that children receive appropriate support. The quality of assessment for the under-fives is very good.
73. Procedures for assessing pupils including those with SEN in KS1 and KS2 are effective and manageable, including those for pupils with SEN. Teachers know their pupils well and assessments are accurate and consistent. There are thorough and effective systems for assessing and monitoring the achievement and progress of pupils. These fulfil statutory requirements.
74. Appropriate use is made of national assessment results, standardised tests and teachers' assessments to plan and improve learning. Staff members rigorously discuss targets for the whole school.
75. Formative assessment is used to improve performance, with all teachers keeping up-to-date records and evaluating all lessons. This information is used effectively to adapt and renew class and individual targets as appropriate. A detailed tracking system provides valuable information about the progress of individuals, and is a sound base for future planning.
76. Collections of pupils work to indicate the standards pupils should achieve year on year are still in the process of being developed in most subjects and are not, as yet, effective tools in moderating assessments.
77. Pupils have individual targets in English and are involved in setting and reviewing them regularly. This good practice gives pupils clear aims for improvement and has a positive impact on standards achieved in English and on attitudes to learning in this subject, but is not yet used in other subjects.
78. Effective marking strategies, including verbal feedback and guidance on ways of improving work, are resulting in pupils taking an increasingly active role in the assessment process. The termly focus for marking results in appropriate target setting, and informs future planning well.
79. The quality of annual reports to parents is very good. Reports note achievements in all areas of learning clearly and fairly, as well as personal and social development. Steps for improvement are included in the reports. Parents are invited to respond to comments in reports, and are happy to visit the school twice a year to discuss their children's work. They also welcome the

annual open day, and appreciate the fact that teachers are always available for informal discussion.

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

80. Overall, the findings of the inspection team matched with the judgements made by the school in its self-evaluation report.
81. The school responds well to the learning needs of pupils, and ensures that the curriculum is equally accessible to all.
82. The curriculum is broad and balanced, with appropriate coherence, continuity and progression between the under-fives, KS1 and KS2. The quality of the educational provision for children under five is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
83. Relevant, concise policy documents and schemes of work are in place. Long, medium and short-term planning promotes appropriate continuity and progression, and provides stimulating and interesting learning activities. The school follows the locally agreed syllabus for religious education. All lessons are evaluated at the end of each week and this informs future planning.
84. Staff give appropriate attention to developing pupils' key skills and basic skills. They indicate opportunities to develop literacy, numeracy, and personal and social education clearly in planning, and excellent opportunities exist for developing pupils' ICT skills.
85. They also provide good opportunities for the development of pupils' creative and problem solving skills, and ensure sound concentration on developing pupils' increasing independence in learning. They give suitable consideration to developing bilingual skills in English and Welsh.
86. Learners' experiences are broadened and enriched through a very good variety of activities. The school offers various clubs, for example, sports clubs and a music club which are well attended, and offer pupils equal access to extra-curricular activities. Off-site provision, such as the Y6 residential visit to Stackpole, and the Y5 visit to Llangrannog, contribute most effectively to pupils' learning.
87. Pupils have opportunities to develop skills through visits to the local community and beyond, for example, to Cardiff Bay. These enrich the curriculum and contribute very effectively to pupils' knowledge. Visitors from the community, such as a local artist, provide pupils with first-hand experiences that significantly enhance the curriculum. Close links with organisations such as the Welsh National Opera Company, the National Trust, the National Park, and people who work in the community, including the community police officer, further pupils' awareness of the community in which they live, and contribute to the standards they achieve.

88. Learning experiences successfully promote pupils' personal development, including their spiritual, moral, social and cultural development. Collective worship offers valuable guidance on moral issues, as well as developing spiritual awareness through time for reflection. Merit assemblies help build pupils' self-esteem. Teachers develop moral and social education further throughout the school by fostering values such as justice and fair play during class discussions. Good opportunities are afforded for pupils to help those less fortunate than themselves.
89. The school makes good provision for the development of pupils' social and personal skills through initiatives such as the School Council. The focus on healthy living and eating is a strong feature of the school's provision.
90. The school actively promotes pupils' cultural development through playing music from a range of countries and cultures in assemblies, through having an artist of the week, and through participation in the Hay Literature Festival.
91. The outstanding partnership and links with parents greatly enhance pupils' learning experiences. Parents value the work of the school, and are grateful for courses the school organises which enable them to take an active part in their children's education. The active Parent-Teachers' Association raises substantial amounts of money for school funds.
92. There are good links with other local primary schools, and links with the local secondary school are good. The quality of links with colleges is also good.
93. The curriculum complies fully with legal requirements.
94. The school makes good provision for the promotion of bilingualism; for example, pupils of all ages know many Welsh songs and show good understanding of the incidental Welsh spoken during the day. *Y Cwricwlwm Cymreig* is well planned within the school and pupils are given a good range of opportunities to explore the Welsh dimension in many subjects. For example, a whole-school project 'Being Welsh' is characteristic of attempts made by the school to emphasise the culture and heritage of Wales.
95. The school provides rich and stimulating learning experiences outside the classroom.
96. Educational visits and visitors from the community together with the school's involvement in national and local initiatives and associations help to raise the pupils' awareness of the world of work and strengthen the links with the community.
97. Pupils benefit from working with specialists such as theatre companies, authors and artists that result in interesting projects. For example older pupils work with Welsh National Opera on the opera 'Dolffin' and perform at the Hay Festival. They benefit from residential and outdoor learning experiences, where they successfully take part in environmental and conservation projects.

98. A small number of pupils gain valuable first hand work experience through working in the local health food shop.
99. The school benefits from generous donations of resources through its links with local businesses such as books and information technology equipment as well as volunteers on community work days.
100. As yet no staff have benefited from industrial placements to enhance their professional development.
101. The school strongly promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate activities. Parents and members of the community provide very good role models. The school makes every effort to tackle the social disadvantage of some of its pupils.
102. The school's provision for sustainable development and global citizenship is an outstanding feature. The school grounds and local environment are used extensively to raise pupils' awareness of sustainable development and environmental issues. Pupils' awareness of conservation issues is enhanced through their involvement in the annual Clean Rivers project organised by the Brecon Beacons National Parks. Older pupils are involved in the Watch Club which looks at environmental issues around the school and firm plans are in place for them to interview the president of the Wildlife Trust. Pupils' learning experiences are enhanced through the well-designed garden. The well-established Eco Committee works hard to promote an eco friendly, sustainable lifestyle in the school. Pupils are involved in recycling and composting programme. Their awareness of global citizenship is raised through their links with a school in Africa. The school acts very well in a sustainable way for example through energy conservation and has achieved Green Flag Eco School status.
103. Opportunities for pupils to develop the skills required to support economic development are very good. Y6 pupils learn about business and develop their entrepreneurial skills through successfully running the daily fruit tuck shop. Their awareness of healthy eating and sustainability is enhanced through purchasing organic and Fair Trade products for the shop. Pupils throughout the school are involved in mini enterprise schemes. They cost and make products which they sell on their own stalls at the Christmas fayre.
104. The school council develops independence and confidence through managing its own budget. Members develop good negotiating and presentation skills and have been successful in securing a grant from the Town Council to for the new school sign that improves the outdoor environment.
105. The school attends well to national priorities for life long learning and community regeneration. The breakfast and after school clubs are positive initiatives that help many working parents. They provide well-planned activities and a calm start and end to the day. The school hosts family learning courses which enable parents to help their children with their learning and provides

training and work experience for student teachers and childcare students. Pupils in turn see adults as life long learners.

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

Grade 1: Good with outstanding features

106. The findings of the inspection team did not agree with the school's judgements in its self-evaluation report. The grade is higher because the school underestimated its provision in these areas.
107. There are outstanding features in the way pupils are cared for, guided and supported in a happy environment. The school has a very positive ethos where every pupil is valued and included. This provision is an outstanding feature.
108. The school has a very positive partnership with parents and carers and takes good account of their views. At meetings prior to and during the inspection parents confirmed this. They expressed very positive views about the school and strong appreciation that the headteacher and staff are friendly and approachable. Communication with parents is very effective. Weekly newsletters keep parents well informed and there is good daily informal contact.
109. Induction arrangements for the early years are carefully planned and implemented. A separate booklet "Starting at Hay School" provides parents with very useful information and guidance. The pre school Caterpillar Nursery and parent and toddler group share the building. Children join in appropriate activities throughout the year and become familiar with staff and the surroundings. Effective procedures, including a "Buddy" system, are in place to support pupils who join the school at a later stage. All children and pupils quickly learn the routines and settle well into school life.
110. There are well-established transition arrangements with the local secondary school. These include shadow days and induction says as well as involvement in KS3 physical education and school sport programme.
111. The quality of personal support and guidance for pupils is very good and is well supported by the school nurse and police liaison officer. The school has a very effective personal and social education policy that is integrated into all aspects of the school's work and is reflected in the pupils' caring attitudes and sense of responsibility.
112. Pupils' attendance and punctuality is very carefully monitored. The school operates a first day response to absence and remains in contact with parents on a daily basis until pupils return to school. The school works closely with the education welfare officer (EWO) in the very few cases that give concern.
113. Appropriate action is taken to support pupils who may experience difficulties. Arrangements to encourage good behaviour and a sense of responsibility are very effective and pupils respond well to the reward system. There have been no exclusions for many years.

114. There are effective policies and procedures in place to monitor pupils', behaviour and performance. Pupils agree classroom rules at the start of the year and have responsibilities through the School Council, Eco Committee and as Playground Buddies. Teachers and lunchtime supervisors apply policies and procedures for behaviour management consistently and all adults in the school are very good role models.
115. The school has achieved Phase 3 of the Healthy Schools Award and effectively promotes health and fitness for pupils through a wide range of extra curricular activities and the fruit tuck shop. Parents, the school cook and the breakfast and after school clubs support the school's healthy eating policy: parents provide appropriate lunch boxes, healthy options available for lunch include salad and vegetarian choices, and cereals, fruit and snacks are provided in the clubs.
116. All adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies such as how to help pupils with identified allergic reactions. There is a comprehensive health and safety policy. Risk assessments are systematic and all staff are alert to issues relating to the well being of pupils. Pupils are very well supervised throughout the day and there are comprehensive end of day records.
117. There is an effective policy and sound procedures for child protection. Teachers, support and ancillary staff know the indicators of abuse and are fully aware of their responsibilities. All volunteers in the school undergo the appropriate checks.
118. The school has well-planned and documented procedures for dealing with race equality and equal opportunities, and all pupils are encouraged and enabled to take part in the activities provided by the school. Pupils develop an understanding of diversity through their involvement in the 'Red Card for Racism' initiative and an Africa school project. Discussion time and assemblies are used effectively to discuss any concerns. Parents at meetings prior to and during the inspection stressed that there is a very strong sense of community in the school: they have no concerns about equality of opportunity or gender issues.
119. There are effective policies and procedures for dealing with bullying, disability and fire prevention. Appropriate adjustments have been made to ensure that all pupils have equal access to the curriculum and activities including toilets, access and specialist equipment.
120. Provision for pupils with additional and SEN is good and fulfils the requirements for the Code of Practice in full. Pupils' needs are effectively identified at an early stage, and staff provide very good support for the pupils on the register, including those with statements.
121. The individual education plans (IEP's) for these pupils are of outstanding quality and include realistic learning targets. The special needs co-ordinator (SENCo)

and learning support assistants meet weekly to review the IEPs, and the progress of pupils is monitored closely.

122. The SENCo, teachers and support assistants provide excellent support for pupils with special needs, and pupils with SEN have full access to the curriculum, and to all other school activities. They receive valuable support in class through differentiated tasks, and benefit from individual or group help in withdrawal sessions. One teacher who has qualifications in dealing with dyslexia gives effective assistance in reading to pupils on the SEN register, and learning support assistants work very well within classes to develop pupils' language skills across the curriculum.
123. The school has carried out a detailed review of its provision for those with physical disability. Current arrangements allow for good access to the building for those with physical disability.
124. Parents of pupils with SEN are consulted on a regular basis, and are well informed of the progress of their children. They participate fully in the process of setting new targets; this is an outstanding feature of the provision. Effective use is made of outside agencies, such as the educational psychologist and the speech therapist. Issues related to special needs are regularly raised with the governing body, and the member of the governing body with responsibility for SEN is well informed about the field. All pupils with SEN make very good progress, relative to their ability.

Leadership and management

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

Grade 1: Good with outstanding features

125. The findings of the inspection team do not match the judgements made by the school in its self-evaluation. This is because the school underestimated the overall quality of leadership shown by the headteacher and governing body.
126. The grade for this key question is one grade higher than that awarded for Key Question 1. This is because there are several outstanding features in the overall way that the long-term strategic needs of the school are managed. Also, there is a very close and constructive relationship between the governing body and the headteacher. This grade should also be seen in the context of generally improving in a school where there is a wide range of ability and a relatively high proportion of pupils considered to have some degree of SEN.
127. The headteacher provides a very strong and purposeful lead. There is a very firm commitment from the headteacher to make the school a success and to work closely and effectively with all staff and the governing body in order to achieve this. The headteacher and staff work together very effectively to create an atmosphere which is positive and purposeful. All staff work willingly and good humouredly to achieve the school mission statement "Learning Today to Make Tomorrow". This very positive ethos permeates the way the school functions so that all pupils are made to feel important and to understand that they are valued equally. There are detailed arrangements in place to assess pupils' progress and to judge whether or not pupils are making the progress it would at least be appropriate to expect of them in the longer term. However, the school has correctly identified the need to extend the good arrangements in English to set shorter term achievable targets for individual pupils in other subjects in order to raise standards further. The school has met or exceeded the longer-term targets set for it in consultation with the UA.
128. The school gives close attention to national priorities including links with local schools and colleges. The school has achieved much in promoting children's awareness of ecological issues and the need to protect the environment. Pupils are successfully encouraged to appreciate the importance of a healthy lifestyle. There are very successful and active school councils and eco councils which are helping pupils to develop a strong sense of responsibility and citizenship.
129. Arrangements to ensure that teachers have an appropriate amount of time in the school week for their professional development, planning and assessment are effective and efficient.
130. Performance management is well established and staff are well aware of their targets for improvement. These targets are appropriately matched to the SDP.
131. Co-ordinators work constructively together to plan and evaluate the success of teaching and learning. They have high expectations for themselves and for

each other. They take responsibility effectively for implementing the areas of the SDP for which they are responsible. However, some have yet to complete collections of pupils' work to indicate the standards pupils should achieve year on year.

132. A particular strength of the school is the outstanding way in which governors work closely and effectively with the headteacher and staff. All have an active clear involvement in the life of the school and in agreeing priorities for the future. The governing body is very well led by a well-informed and active chair who ensures that committees function effectively. Governors have a real interest in the school and show a strong sense of commitment to it. At the time of the last inspection, governors lacked the procedures to evaluate the success of their spending decisions. This was a key issue. It is now a major strength of the governing body's work. For example, the finance committee meticulously ensures that money is well spent. There are rigorous arrangements to assess what has been achieved. Governors act very effectively and constructively as a critical friend of the professional staff and maintain a very strong dialogue between themselves and the teachers. The governing body meets all statutory requirements in full.

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

Grade 2: Good features and no important shortcomings

133. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
134. The process of identifying the school's strengths and areas for development are thorough and based firmly on first hand evidence. Co-ordinators and the headteacher have a thorough knowledge of the quality of teaching and learning in their areas of responsibility. This is based on a well-established process in which all staff and governors are appropriately involved. The views of the governing body and parents are taken fully into account. The process of self-evaluation is well established and the information which the school collects is taken carefully into account.
135. The self-evaluation report is clear and logically assembled. It is firmly based on first hand evidence and focuses on the standards being achieved. It honestly sets out what needs to be done to raise standards further
136. The SDP is very well constructed. It is a concise and well used document which clearly sets out priorities for action. It is used carefully to track the progress of initiatives undertaken. The plans are detailed and closely linked through the school self-evaluation process. The plans contain detailed success criteria, costing and the arrangements to judge success. The document is accurately focused on the needs of the school. It includes effective arrangements to address the requirement to provide time for teachers to plan,

prepare and assess during the taught week. Arrangements to improve the performance of staff are also well established and effective.

137. Overall, the inspection team agrees with the school's identification of nearly all of its strengths and areas for improvement. The inspection team also agrees with nearly all of the judgements made by the school in its self evaluation. Where the inspection team disagrees, this is because the school under estimates the quality of its care, guidance and support and of the overall quality of its leadership and management.
138. Since the last inspection the school has made good progress in addressing the key issues of the last inspection. Standards in the subjects inspected have generally improved and where they have not, the high standards have been maintained.

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

Grade 2: Good features and no important shortcomings

139. The school is very well staffed for the number of pupils on roll. Teaching and support staff are appropriately qualified and suitably experienced. Throughout the school staff work closely together to provide consistent support for children and pupils, for example support staff provide very effective and sensitive guidance particularly for those pupils with special needs. Lunchtime supervisors undertake their duties responsibly and make a valuable contribution to the school and its ethos.
140. The school has created a positive learning environment for pupils. The quality and quantity of resources are good and fully meet pupils' needs. The quantity and quality of ICT resources have recently been upgraded and is very good. Through generous fundraising by parents there is an interactive whiteboard in each class as well as a computer suite and at least two computers in each class. The school also makes very good use of the swimming pool that is located on the school site and outdoor centres further afield to support the curriculum.
141. The school buildings and playgrounds are well maintained. The interior of the building is clean, in good decorative order and very well maintained by the caretaker and cleaning staff. Throughout the school appropriate displays in classrooms and shared areas celebrate pupils' achievements. Significant improvements have been made to the accommodation, the school exterior and the grounds in recent times including the creation of the toilet block linking the two mobile classrooms. New wall coverings and fences have been erected, the garden and pond area overhauled. A small quiet area in the KS1 garden have all been built as a result of local support.
142. Economic, efficient and effective use is made of resources in the school. This is an outstanding feature of the provision. Staff are deployed economically and efficiently. The best use is made of the time, expertise and experience of staff, for example, to exchange classes and use specialist teaching during afternoon

sessions. Arrangements to provide teachers with time during the school week to plan, prepare and assess are appropriate and efficiently organised.

143. The caretaker, school secretary, kitchen and supervisory staff all play a full part in school life. Their contributions are valued and they carry out their responsibilities effectively and efficiently. The day-to-day administration of the school is both effective and efficient.
144. Spending decisions match targets and priorities identified in the SDP, and the financial management of the school is very good. The headteacher and governing body discuss the school budget regularly, and they review the use of resources regularly in order to ensure value for money. The school delivers good provision, achieves good standards, and provides good value for money.

Shortcomings

145. There are no important shortcomings.

Standards achieved in subjects and areas of learning

English

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

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

Good features

146. KS1 pupils listen well and respond appropriately. They listen with interest to stories that the teacher reads, and listen carefully to one another in class or group discussions. They express their ideas well, for example, when discussing story maps, using an appropriate range of vocabulary.
147. KS1 pupils identify well with characters from their favourite stories. More able pupils have a good understanding of factual books and fiction and describe differences between them effectively.
148. The great majority of KS1 pupils read well. They use picture clues to help them understand text, and their phonic knowledge is good. They read big books and words on the computer screen with good understanding.
149. KS1 pupils form letters correctly, and write well in a wide range of forms for different purposes. For example, they write suitable captions based on a train journey, simple sentences about the tiger that came to tea and lively weather poems. They pay due attention to capital letters and full stops, and spelling of frequently used words is usually correct.
150. In lower KS2, pupils listen well, respond appropriately to teachers' questions, and give sensible explanations to support their ideas. Y4 pupils read play scripts aloud confidently and with good expression. Older pupils listen attentively to their teachers and to each other, and express their ideas and opinions clearly.
151. Across KS2 pupils display good reading skills, for example, in sorting information when using factual books, and they use dictionaries effectively. They read a wide range of fiction with a good measure of accuracy and understanding, and are familiar with the work of many authors. Many pupils express their opinions effectively and enthusiastically about various books and authors and give reasons for their preferences.
152. KS2 pupils write well for a number of purposes, and for different audiences, such as preparing a presentation to the town council. Their newspaper reports, letters, prayers, legends, descriptions, and other writing are well planned, with appropriate use of vocabulary and good spelling standards. Y3 poems about water are particularly effective and sensitive, and Y4, 5 and 6 cinquain and haiku poems are of a high standard. Pupils' knowledge of language is good; for example, Y3 pupils distinguish between statements, questions and exclamations effectively, and Y5 pupils have a good understanding of

metaphors and similes. More able pupils in each class in KS2 write in an extended fashion.

Shortcomings

153. In some lessons in KS2, the prolific use of worksheets adversely impacts on the standards of writing.

Science

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

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

Good Features

154. In both key stages pupils have a good understanding of how to carry out experiments methodically and safely. In KS1, pupils know how to carry out a simple experiment to identify different smells when learning about our senses. Within KS2, pupils carefully conduct experiments to measure insulation. They know that "control" is a very important element when conducting a fair test. They appreciate why it is necessary to predict and to compare results against these. Older pupils in KS2 systematically repeat a test to confirm results. They experiment carefully with string and a plastic cup to discover how sound is transmitted. They know from first hand investigations how some materials change permanently when heated while others can be returned to a previous state. Across both key stages pupils record their findings neatly and logically.
155. Within KS1, pupils classify animals by their specific characteristics. They distinguish accurately between birds, fish and amphibians. They carefully sequence the life cycles of animals and man. They recognise the difference between healthy and unhealthy foods. Older pupils in KS1 recognise some forces 'push' and others 'pull'.
156. KS2 pupils understand how the main parts of their bodies function. They correctly name and identify the purposes of different types of teeth. They draw food chains accurately and distinguish between herbivores, carnivores and omnivores. They carry out very detailed work and understand how different forces can come into play when designing and building bridges. They carefully examine soils to determine their characteristics and devise ways of measuring the air content of different growing materials.

Shortcomings

157. There are no important shortcomings.

Information technology

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

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

Good Features

158. Pupils in both key stages have well-developed word processing skills. In KS1, pupils use the keys, spacebar, full stops and shift keys accurately. They carefully negotiate through a program using the mouse confidently. They use different programmes such as paint box to draw a self-portrait and know how to change the colour of the paints they are using, for example to paint an autumn picture.
159. Within KS2, pupils build systematically on what they have learnt previous. They combine text and graphics when using a publishing package to illustrate their work. They 'cut and paste' carefully to produce an illustrated piece of work which they have written themselves. They choose and use different and appropriate fonts to make their work eye-catching. They save their unfinished work safely to be completed later.
160. Older pupils in KS2 have a very well developed understanding of how to construct and deliver a multimedia presentation. They use 'PowerPoint' very confidently to illustrate what they have learnt, about Botswana. They use the Internet regularly to search for information to assist them in their work, for example in history when findings out about Brunel. They produce good quality books for example, as part of their work in design and technology to make story sacks.
161. Older pupils in KS2 use spreadsheets regularly to support their work in science. They use information technology to calculate profit and loss when fundraising. They handle data well using a variety of command programmes, for example to make a database and to produce a variety of graphical interpretations from information they have collected.
162. Across both key stages, pupils understand and apply their knowledge well when programming control models to move in different sequences of movement. Within KS2, they use computers well to create simulations.

Shortcomings

163. There are no important shortcomings.

Design technology

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

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

164. In KS1 and KS2, pupils accurately design and make well thought out, very good quality products using a wide variety of different materials and tools. For example, in KS1 pupils plan carefully how to make a coat for 'teddy' and use them very well to make coats of a very high quality. They design an articulated character for a play. They plan and make sandwiches and moving monsters.
165. Within KS2, pupils plan and design food very carefully and are very aware of health and safety issues relating to the process. They carry out a series of operations very deliberately carefully and accurately in a logical sequence. They design and make money holders and work very studiously to use the appropriate stitch in order to hold the article together. Older pupils in KS2 plan and make successfully a series of joints to form a large rigid wooden frame. They have very good control of the cutting and sticking tools that they use so that their finished work is of a very high quality.
166. Pupils across KS2 show a very good knowledge and understanding of the principles and practices of making story sacks for younger pupils. They design and make very good quality toys and games to help the younger pupils enjoy the stories they hear.
167. Older pupils explain in detail what the design brief was and how their efforts matched their plans. They regularly re-evaluate and modify what they have made, for example when designing and making musical instruments and torches. They use 'connection' very successfully to build different types of bridges. They carefully test their models to see if they will support a 1kg bag of sugar. They modify and improve their designs in the light of this test.

Shortcomings

168. 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

169. In KS1, pupils know the names of different instruments, and have a good understanding of how to use them to create a variety of sounds. They know a

range of songs, including folk songs and hymns, and sing them melodiously, with good expression.

170. Pupils in KS1 compose simple scores in a variety of ways, for example, making simple notation patterns based on bottles of coloured water.
171. KS1 pupils respond appropriately to music, and listen carefully to a variety of musical works. They can differentiate between sounds that are quiet and strong, quick and slow, and long and short. They are familiar with musical terms, such as dynamics, and use them correctly when discussing their own work and the work of others. They keep a steady beat well.
172. The standard of singing in KS2 is good. Pupils sing in tune, paying due attention to dynamics and phrasing, breathing correctly and enunciating words clearly. They sing a broad range of songs, with enthusiasm, and perform 'rounds' with appropriate accuracy. Y5 pupils sing African songs most effectively in a lively way.
173. KS2 pupils reproduce rhythmic patterns with a variety of tuned and untuned instruments, showing a good awareness of tempo and dynamics. They compose and perform spontaneous patterns, and also write their own scores in various ways.
174. When appraising work, pupils listen carefully and critically, and can identify and describe different instruments and features of the music. They describe the mood and atmosphere created by various composers well, and use terms such as tempo and pitch when discussing the work of famous composers. They can discuss the work of some Welsh composers, for example, Karl Jenkins, in detail, and respond sensitively to their music.
175. Some KS2 pupils develop their instrumental skills effectively through the work of peripatetic music tutors. Through participating in the activities of the weekly music club, pupils gain an understanding of new songs by experimenting with rhythm, and singing to the accompaniment of the guitar.

Shortcomings

176. There are no important shortcomings.

Religious 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

177. Pupils in both key stages have a sound appreciation of the Bible as the Christian's holy book. KS1 pupils have a good knowledge of Old and New Testament stories, and recall these effectively, for example, through

dramatising the story of the Good Samaritan. KS2 pupils relate Bible stories appropriately to every day life.

178. By visiting local churches and chapels, pupils across the school gain a good awareness of the main features and artefacts of Christian places of worship. KS1 pupils describe in a knowledgeable way, ceremonies such as baptism, in a knowledgeable way. Their knowledge of marriage customs and traditions is very good and was augmented through their active participation in their teacher's wedding preparations. KS1 pupils have a good understanding of Christian festivals and are able to discuss symbols of Christianity in some depth.
179. Through purposeful activities, such as collecting money for good causes, pupils in both key stages achieve further understanding of the meaning of belonging to a Christian community. They realise the importance of caring for others, sharing and friendship. These values are discussed regularly during discussion time. For example, Y6 pupils discuss effectively the qualities needed in a leader. All pupils understand that rules are necessary in school and in everyday life.
180. KS1 and KS2 pupils are very aware of the importance of conserving the environment, and of human responsibility for caring for our world and the creatures that live in it.
181. KS1 pupils are familiar with some elements of religions other than Christianity; for example, they have a good knowledge of Jewish festivals. In KS2, pupils visit a mosque and a synagogue, and discuss the function of the former Jewish meeting place in the centre of Hay on Wye detail. They are aware of similarities and differences between Christianity, Hinduism, Islam and Judaism.
182. Across the school pupils have an appropriate knowledge of the work of Welsh non-conformists and philanthropists, such as David Davies. They appreciate the contribution of figures such as Bishop William Morgan and Mary Jones to religion in Wales.

Shortcomings

183. There are no important shortcomings.

School's response to the inspection

184. We are very pleased with this Estyn inspection report and are proud that the findings acknowledge that we are a happy, purposeful school with a very positive ethos where all pupils are made to feel valued and all make good progress.
185. The School agrees with the grades awarded to the school in the seven key questions and is pleased that we were upgraded in two areas of our self evaluation where we underestimated.
186. We are particularly pleased that the inspection team found the quality of achievement and the standards of teaching above the Welsh Assembly all Wales Targets which is an excellent reflection of the commitment of our pupils, teaching staff and support staff.
187. The report clearly highlights the many strengths of the school and reflects the dedication of staff, parents, children and governors who all work to maintain these high standards. The close involvement of the governors in the life of the school and in agreeing priorities was also recognised as an outstanding feature. The inspection report acknowledges that the school is working effectively as a community and that links with parents and carers are outstanding. The close and supportive relationships between teachers and pupils are also seen as an outstanding feature, with all subject areas inspected awarded grade 1 or 2.
188. We found the inspection process to be a very positive experience. The inspection team was very rigorous in their methods, yet very fair and willing to listen to evidence given from all corners of the school community.
189. The inspection findings provide us with a platform to further develop and maintain our already identified high standards. Our aim now is to use this report as part of the continuous process of making our school even better.
190. Area's for action will be incorporated into our new School Development Plan, a summary of which will be provided to parents.

Appendix 1

Basic information about the school

Name of school	Hay On Wye C.P. School
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Oxford Road Hay On Wye
Postcode	HR3 5BT
Telephone number	01497 820339

Headteacher	Mrs Fiona Howard
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mrs Mary Fellowes
Registered inspector	Mr Peter Mathias
Dates of inspection	2 nd -4 th October 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	0	15	19	16	17	18	16	16	117

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.5:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	19.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	N/A	91	92.05
Spring 2006	N/A	93	91.6
Summer 2006	N/A	93	98.5

Percentage of pupils entitled to free school meals	18
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:		18		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School				77	24
		National					
En: reading	Teacher Assessment	School				65	35
		National					
En: writing	Teacher Assessment	School				77	24
		National					
En: speaking and listening	Teacher Assessment	School				77	24
		National					
Mathematics	Teacher Assessment	School				55	35
		National					
Science	Teacher Assessment	School				73	27
		National					

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	80

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

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6		29						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School						7	21	45	28
		National						5	16	46	30
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School							28	41	31
		National							17	46	31

Report by Peter Mathias
Hay-On-Wye Community Primary School, 02/10/06

Science	Teacher assessment	School								66	34
		National					1	11	50	37	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	69	In the school	
In Wales	72	In Wales	

- 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

- A team of three inspectors who were present at the school for seven inspector days carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Twenty-eight questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-two lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Summary & Recommendations Contributions to Key Question 1 & 2 Key Question 5 Key Question 6 Science Design technology Information and communications technology
Mrs Caterina Lewis (Lay Inspector)	Contributions to Key Question 1, 3, 4 & 7
Mrs Zohrah Evans (Team Inspector)	Contributions to Key Question 2, 3, 4, 7 English Mathematics Religious education
Mrs Fiona Howard (Headteacher/Nominee)	Contributions to all Key Questions

Contractor details:

Celtic Inspection Services Unit (CISU)
University of Wales Institute Cardiff
Cyncoed Campus
Cyncoed Road
Cardiff
CF23 6XD