



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

A report on

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

Date of inspection: June 2019

by

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

About Clyro C.I.W. School

Clyro C I W Primary School is in the village of Clyro, near Hay on Wye in the Powys local authority. There are 91 pupils on roll, aged from 4 to 11. There are three mixed-age classes and one single-age class in the school. Nearly all pupils are of white British ethnicity. A very few pupils speak Welsh at home.

The rolling average for the past three years shows that about 2% of pupils are eligible for free school meals, which is well below the national average of 19%. The school identifies around 13% of pupils as having additional learning needs. This is below the national average of 21%. The headteacher took up her position in September 2014. The school's last inspection was in May 2012.

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

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

Summary

The school is a caring community where pupils are happy and feel secure. Their behaviour in and around the school is excellent. Most pupils thrive as confident, capable learners. They develop well as confident, independent learners and show high levels of tenacity and resilience. Most pupils make good progress in developing their skills in literacy, numeracy and information and communication technology (ICT).

Teachers deliver a rich, broad and balanced curriculum with activities that engage pupils and stimulate their curiosity. Leaders and managers have a clear vision for the future of the school. They promote a caring, family-like environment that centres securely on a strong teamwork ethic. Leaders set high standards and deploy the school's resources effectively.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

- R1 Improve opportunities for pupils to apply their numeracy skills across the curriculum
- R2 Ensure that the standard of pupils' spelling, punctuation and handwriting is consistently good across key stage 2

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to the school's success in promoting pupils' wellbeing, for dissemination on Estyn's website.

Main findings

Standards: Good

Nearly all pupils make good progress as they move through the school so that, by the end of Year 6, they achieve at least as well as expected. A majority of pupils achieve higher-than-expected outcomes.

Most pupils listen attentively during lessons, so that they understand clearly what is expected of them. In the foundation phase, pupils develop their speaking and listening skills in role-play activities and presentations that build pupils' self-assurance. By the end of Year 2, most speak clearly and confidently. Throughout key stage 2, most pupils develop their speaking skills well. They use specialist vocabulary competently to make their meaning clear, such as when describing the conditions necessary for coral reefs to survive.

In the foundation phase, most pupils make steady progress in reading. By Year 2, nearly all pupils are fluent and understand what they read. They have a secure understanding of letters and sounds and apply these skills effectively to decode unfamiliar words. By the end of key stage 2, most pupils read proficiently and use context well to deduce the meaning of unfamiliar words. When reading fiction, many are beginning to read between the lines to infer a character's personality and to anticipate the direction of the plot. Most search non-fiction books competently.

In the foundation phase, most pupils develop their writing skills successfully. They write for a broad range of purposes. By the end of the foundation phase, most pupils punctuate sentences appropriately and use their phonics knowledge to spell common words correctly. When writing letters set during the Second World War, pupils who are more able use a wide variety of sentence starters to enrich their writing.

Many pupils in key stage 2 organise their writing well and adapt their style to suit their purpose and their anticipated audience. For example, they use informal expressions in a dialogue between an astronaut and an alien; when writing character profiles, they use formal language appropriately to draw parallels between David Attenborough and Superman. They write with increasing clarity and many use a vivid vocabulary and stylistic features, such as alliteration well to add impact to their independent writing. A majority of pupils in key stage 2 pay careful attention to spelling, punctuation and handwriting. However, a minority of pupils make frequent spelling and grammatical errors. They do not present their work neatly.

Most foundation phase pupils apply their numeracy skills well. For example, they use their understanding of addition when solving real-life money problems. Many pupils in key stage 2 make strong progress in developing a suitably wide range of mathematical skills. Many have rapid recall of number facts and perform straightforward mental calculations quickly and accurately. Most pupils in key stage 2 transfer a limited range of mathematical skills well to their topic and science work. Many of these applications involve drawing graphs. However, pupils rarely interpret these graphs or use them to make predictions. Pupils apply their number skills across the wider curriculum infrequently.

Throughout the school, most pupils make good progress in developing their ICT skills. In the foundation phase, most use a range of devices confidently. For example, they make effective use of green screen technology to forecast the weather in front of a map of Wales and make audio-visual presentations about healthy eating. Through key stage 2, most pupils continue to develop their ICT skills progressively, using a range of apps and software on various devices for increasingly sophisticated purposes. For example, they present facts about the solar system and superheroes in databases, make animations and control sprites around a screen. They use their skills to communicate information clearly, handle data confidently and model various possibilities in a spreadsheet.

Many pupils begin to speak Welsh confidently. Most foundation phase pupils recall a range of Welsh words, such as numbers and colours. Many respond to simple commands appropriately. They enjoy learning Welsh phrases and are enthusiastic to practise them, for example by holding simple conversations with their peers. In key stage 2, many pupils write well in Welsh. They read simple Welsh books clearly, with correct pronunciation. Many older pupils converse well with one another using the sentence patterns they learn.

Nearly all pupils with additional learning needs respond well to the further support they receive and make good progress from their individual starting points.

Wellbeing and attitudes to learning: Excellent

The high levels of pupils' behaviour, wellbeing and engagement with their learning are a particular strength of the school. Nearly all pupils feel safe and know where to turn should they become worried or upset. They are confident that adults in the school will help with their learning and wellbeing.

Many pupils have high aspirations for the future, aiming to become architects or scientists for example, and all understand the need to work hard and to aim high to fulfil their ambitions. Nearly all pupils work diligently and have positive attitudes to their learning. They are attentive and engage well in lessons, demonstrating curiosity, self-control and an eagerness to succeed. Most display gritty determination when dealing with difficult tasks and collaborate effectively with partners. For example, they persevere when reassembling sections of an abstract art image, settling differences of opinion amicably. When building a gas-propelled vehicle, they display ingenuity and creativity in constructing their test vehicles. Many pupils throughout the school make meaningful decisions about what and how to learn. For example, their 'mission' activities enable pupils to choose which aspects of a subject to focus on. Pupils' readiness to make decisions and to learn from their mistakes is a key feature in their development as independent, resilient learners.

The enthusiasm that most pupils have for taking on additional responsibilities is a notable feature. There are many pupil voice groups that make meaningful contributions to the life and work of the school, contributing notably to building pupils' confidence and self-esteem and to enhancing other pupils' experiences. For example, having learned that no pupil had visited an art gallery, school councillors were proactive in organising the school's 'Big Draw' project. Supported by the governing body, they planned and booked a visit to the National Museum in Cardiff, arranged transport and drafted an informative letter about the visit for parents.

The Criw Cymraeg actively promotes the use of Welsh in school successfully. Members select phrases of the week, which they promote in whole-school assemblies and recommend which pupils should receive awards for speaking Welsh in school. Older pupils, including some with additional learning needs, support the local 'fruit and vegetable' co-operative. They take orders, source produce and help with deliveries. The pupils who participate benefit greatly from dealing with adults in this rewarding activity as it builds their confidence and develops many valuable life skills.

Older key stage 2 pupils undertake training to support and mentor younger pupils effectively in a variety of day-to-day activities through the 'buddy' scheme. Pupils in Year 6 train to be peer mediators, enabling them to contribute to a restorative justice approach to settling any disputes that might arise. Many pupils are proud of the school's place in the community and of their role in it. For example, pupils in Year 6 are trained by the local Alzheimer's Society and look forward to their visits to the monthly HayDay café, which supports local people with dementia and their carers. The visits are mutually beneficial and make pupils appreciate the needs of others.

Pupils are developing well as ethical citizens. In addition to the eco committee's efforts to encourage recycling, many of the pupils' projects support environmental issues. For example, the 'enterprise troopers' entry to a national enterprise competition focuses on reusing and recycling materials to make items such as wind chimes and dreamcatchers. Pupils donate profits from their sale to an environmental charity.

Nearly all pupils have a clear understanding of the benefits of a healthy diet and regular exercise. Most pupils take advantage of the many after-school sporting activities that support the school's physical education curriculum. Pupils know how to stay safe on the internet and stress the importance of not sharing personal information.

Nearly all pupils are punctual, and rates of attendance are consistently high.

Teaching and learning experiences: Good

Successful working relationships between pupils, teachers and learning support assistants contribute to a supportive and industrious learning environment throughout the school.

Staff have embedded the principles of the foundation phase well into their planning and teaching. They provide a wide range of activities to develop pupils' skills in both the indoor and outdoor areas. They ensure a suitable balance between teacher-led and pupil-initiated activities that enable all pupils to explore and experiment and to undertake active learning.

In all classes, teachers provide purposeful and relevant learning experiences within a broad and balanced curriculum. They use interesting and imaginative themes that engage pupils very effectively and develop their skills and curiosity successfully. The school is beginning to develop aspects of the new curriculum for Wales well. Teachers adopt a flexible approach to planning that takes account of pupils' suggestions and ideas for activities. As a result, pupils are able to decide on topics and their own research, such as when investigating the role of women during the Second World War or looking into the impact of air pollution.

Teachers have high expectations of most pupils and challenge them to achieve as well as they are able. Teachers use open-ended questioning skilfully to promote pupils' thinking skills and to check on their grasp of new ideas. They intervene at appropriate times to give helpful feedback and to encourage pupils to reflect on how they might improve their work.

Teachers take good account of the national literacy, numeracy and digital competence frameworks when planning pupils' learning. They provide worthwhile opportunities for pupils to combine their creative and enterprise skills imaginatively. For example, as part of a business venture, older pupils create a series of items such as willow bird feeders and key rings to raise funds for future investment and charities. This enables pupils to use their communication and basic numeracy skills to plan and work successfully as a team. However, planning for promoting pupils' numeracy skills across the curriculum is less well developed.

Provision for pupils to develop and apply their ICT skills is effective. As a result, the development of pupils' ICT skills is well embedded in the school's curriculum and activities. As a result, pupils use these skills in purposeful contexts across the curriculum, such as when presenting a cinquain about the Second World War and a Tanka poem about slime.

Many pupils benefit from a rich range of additional experiences. There are many extracurricular clubs including judo. Visitors to the school provide musical tuition and promote pupils' cultural development successfully. Staff broaden pupils' experiences through arranging visits to places of interest such as Brecon's military museum and an outdoor pursuits centre in Pembrokeshire.

Learning opportunities successfully promote pupils' understanding of the Welsh language, culture and local heritage. As a result, most pupils have a positive attitude towards using the language across the school and acquire a good understanding of Welsh legends such as the Mabinogion, as well as the history of their local area.

Care, support and guidance: Excellent

The quality of care and guidance provided by the school is exceptionally good. The effective working relationships that exist between pupils and staff is a particularly strong feature. This contributes well to the positive attitudes shown by nearly all pupils to their work and enables them to thrive and show enthusiasm and pride in their achievements.

The school's highly effective support for promoting pupils' wellbeing provides valuable opportunities to develop their moral and spiritual development successfully. For example, staff provide worthwhile opportunities for pupils to consider contemporary issues such as plastic pollution and climate change, allowing them time for reflection. The school's popular multi-faith days promote respect for diversity within society very effectively.

The school's highly successful tradition in promoting pupils' cultural development through the creative arts is a very strong feature. For example, pupils have excellent opportunities to work with visiting musicians, such as when creating contemporary rap music or learning to ring hand bells. This has extended the valuable opportunities for pupils to enrich their creative and expressive skills, such as singing

at Hereford Cathedral and at the Hay literary festival. There are also successful opportunities for pupils to expand their creative skills by working with artists on innovative projects. A notable example is a mosaic at the entrance of the school depicting the school's principles and values. These and similar valuable experiences develop pupils' inventive and expressive skills purposefully, and improve their self-confidence and motivation to work together, showing high levels of interest and pride in their work.

Staff offer highly effective opportunities to promote pupils' social development. Their work in promoting pupil voice is effective. For example, the young ambassadors support younger pupils in sporting activities, and the eco council has been instrumental in persuading pupils to walk or ride to school in order to reduce air pollution caused by cars. These have a very strong effect on pupils' ability to work together to make decisions about the quality of their environment.

The school has very efficient systems for tracking and monitoring pupils' progress and wellbeing. Staff use an electronic data tracking system to identify pupils' needs at an early stage and this enables teachers to arrange provision that supports pupils to develop positive attitudes to learning and to engage enthusiastically with their work. As a result, most pupils make good progress in their learning and personal development.

The school provides well for pupils who have additional learning needs, which has a positive impact on their progress. Individual education plans are clear and include specific targets for improvement, and teaching assistants provide well-planned support for pupils. The 'Young Ambassadors' initiative, together with the 'fruit and vegetable' project, has proved highly successful in boosting the self-esteem and confidence of pupils, especially those with additional learning needs, for example through supporting younger pupils in various activities.

The school has a very strong relationship with parents. Parents volunteer regularly to help at the school by listening to pupils reading or developing the school garden. The Friends Association supports the school well by arranging well-supported fund-raising activities. Annual reports to parents provide appropriate information on their child's progress and identify their next steps for improvement appropriately.

The school has highly effective arrangements to promote healthy eating and drinking. For example, the school runs a healthy tuck shop, which encourages pupils to make informed decisions around food and drink. Staff provide a wide variety of regular physical activities, including after school clubs that help pupils to become fit and active.

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

Leadership and management: Good

The headteacher provides effective strategic leadership. She has forged a strong team ethos where all members of staff are valued. In collaboration with staff and governors, she has created a culture of high expectations and a shared vision for school improvement.

Arrangements to distribute leadership responsibilities are developing well. Teachers have specific responsibilities that link to new curriculum areas of learning and experience. The school has secure processes in place to evaluate pupils' performance and to plan for improvement. All teachers, learning support staff and governors contribute to the self-evaluation process. Teaching staff have regular opportunities to undertake lesson observations, scrutiny of pupils' work and to listen to learners. They also participate in reviewing progress against current and previous priorities within the school development plan each term. This process ensures a consistently clear focus on whole-school priorities.

The governing body is well informed, effective and committed to supporting the school. Governors understand the school's context, its strengths and priorities for improvement. They participate effectively within monitoring, self-evaluation and strategic planning processes. They carry out learning walks, scrutiny of pupils' work and lesson observations to support their role in helping to create whole school strategic direction effectively. As a result, they hold the school to account successfully.

Staff participate in a range of professional learning opportunities, which link to whole school priorities. These include training in forest school provision, improving their ability to speak and teach Welsh and leadership skills. Staff benefit from learning opportunities through cluster group partnerships and the observation of good practice within other settings. Following collaboration with a pioneer school, leaders have introduced mission books as a method for developing pupils' independence and the application of key skills across the curriculum.

The school has secure arrangements for managing the performance of all staff, including learning support assistants. The process encourages staff to contribute assessments of their own performance and to agree individual targets for development that have clear links to school development priorities. These processes support school improvement effectively and have enabled the school to work towards its aims purposefully.

The headteacher and governors allocate funding effectively to support ongoing improvements in terms of curriculum delivery. The new school building accommodates a wide range of resources of good quality, including ICT equipment to support the delivery of the curriculum. The school makes very good use of all available space to support pupils' learning and wellbeing and have created a stimulating learning environment where teachers want to teach, and pupils want to learn. The newly developed outdoor learning environment is beginning to support teaching and learning successfully.

The school uses its pupil development grant appropriately to improve resources to support pupils' skill development.

Copies of the report

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

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

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

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

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

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