



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

A report on

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

Date of inspection: March 2020

by

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

About Hay-On-Wye C.P. School

Hay-on-Wye County Primary School is in the town of Hay-on-Wye in Powys local authority. The new school building opened in February 2018. There are 169 pupils on roll, aged from 4 to 11, in seven single-age classes.

The three-year average for pupils eligible for free school meals is 10%. This is below the Welsh average of 18%. The school has identified approximately 21% of pupils as having special educational needs, which is the same as the Welsh average. A very few pupils come from an ethnic minority background or have English as an additional language.

The headteacher took up her post in September 2016. The school's previous inspection was in September 2012.

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

Nearly all pupils at Hay-on-Wye Primary School make good progress as they move through the school. Leaders and staff have created a calm, purposeful and supportive learning environment where pupils display very good behaviour, have positive attitudes to learning and show high levels of care and consideration for others. The school's provision for pupils needing additional support is strong and this enables targeted pupils to make good progress in developing their social, emotional and communication skills. Teachers plan an interesting range of lessons and have positive working relationships with pupils. Senior leaders have led the school well and managed the move into new premises effectively.

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

Recommendations

- R1 Ensure greater consistency in the quality of teaching and assessment between classes
- R2 Make targets in pupils' individual learning plans more specific in order to make them more measureable and achievable
- R3 Identify the most important priorities for improvement and focus monitoring activities more robustly on these identified priorities

What happens next

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

Main findings

Standards: Good

During their time in school, nearly all pupils progress well from their individual starting points. Many pupils, including those eligible for free school meals and those with special educational needs, leave with standards at least in line with those expected for their age and ability.

As they move through the foundation phase, most pupils make strong progress in developing their speaking and listening skills. In reception, many listen well to adults and speak clearly to their friends, for example when explaining how to create a daffodil using different materials. By the end of the foundation phase, many pupils speak well and use increasingly complex language to explain their tasks, for example when Year 2 pupils discuss and explain how to solve simple capacity problems. Throughout key stage 2, most pupils use their speaking and listening skills effectively when sharing ideas and opinions in pairs or in small groups. Older pupils express maturely how they could improve their, for example by using onomatopoeia and metaphors.

Across the school, most pupils display a love of books and reading. In the foundation phase, most pupils develop a valuable understanding of letters and sounds and make good progress in reading. By Year 2, many read well and with increasing fluency. They discuss the main characters in stories and talk about facts that they have gleaned from reading non-fiction texts. Most pupils in key stage 2 use their reading skills effectively to support their learning. Towards the end of the key stage, most have a good understanding of how punctuation affects sentence structure and meaning. Many show a keen awareness of famous authors. They name their favourite books and give thoughtful reasons for their choices. Most use non-fiction books confidently to search for information, such as when finding out about the structure of Roman villas.

Most pupils make effective progress in developing their writing skills. In the foundation phase, pupils write well across a wide range of forms, for example when writing instructions for making pancakes. Most pupils form letters accurately and spell a suitable range of familiar words correctly. They make sensible attempts at spelling words that are new or less familiar to them. In Year 2, many pupils write well for a variety of purpose, for example when writing character descriptions about St David. In key stage 2, many pupils structure a range of texts effectively, including letters, biographies and stories. In Year 6, pupils write well using many of the key features of fiction and nonfiction texts. For example, they write clear explanations about how volcanic eruptions are measured and how earthquakes are formed. Most make adventurous vocabulary choices and use words to create specific effects, for example when using personification in poetry about a tsunami.

Throughout the school, many pupils have positive attitudes to Welsh. In reception, pupils join in with Welsh songs happily and use a few Welsh words confidently, for example when discussing the weather. By Year 2, many pupils have made suitable progress in developing their language skills using simple, appropriate phrases. For example, they can tell others what they like and ask others who they are. As they

progress through key stage 2, many pupils develop their skills more rapidly. In Year 4, many use a worthwhile range of sentence patterns in their topic work. By Year 6, most use a suitably wide range of sentences confidently in the present and past tense.

In the foundation phase, most pupils make good progress in developing their mathematical skills. In reception, more able pupils confidently recall one more and one less of numbers up to ten. By Year 2, many pupils have effective mathematical and numeracy skills. For example, when building a castle, many pupils are able to identify 3D shapes correctly. A few children are able to measure capacity to the nearest millilitre and solve problems involving capacity, adding together two three-digit numbers and then checking their answers practically. By Year 6, many pupils understand well how to gather and represent information in graphs and tables. They use these skills confidently to analyse simple information, such as when comparing temperatures and rainfall between two locations. However, on a few occasions, a minority of pupils struggle to make quick mental calculations when attempting to solve problems. In general, most pupils apply their numeracy skills at a similar level across the curriculum.

Across the school, most pupils develop effective information and communication technology (ICT) skills and use them well across the curriculum. In the foundation phase, Year 1 pupils play mathematical and reading games to supplement their learning and create imaginative pictures using a tablet computer. By the end of key stage 2, many pupils use a wide range of software competently to support their learning. For example, they use spreadsheets to record and analyse data efficiently when finding out about the magnitude of earthquakes. Most pupils create interesting presentations to share their ideas with other pupils, such as when exploring their visit to Stackpole.

Wellbeing and attitudes to learning: Good

Most pupils are happy and have positive attitudes to their learning. Most feel safe in school and have a strong awareness of respect for others which they display through their daily interactions. They show consideration, courtesy and good manners when interacting with other pupils and adults. Nearly all pupils move sensibly between activities. Pupil behaviour across the school is exemplary. They engage confidently with each other and visitors and show an eagerness to discuss their learning and to share their thoughts and ideas.

Most pupils know how to stay safe online and have a good understanding of how to eat well and to keep active in order to stay healthy. Pupils work closely with staff and help them to organise 'healthy week' in school. The school council were responsible for establishing the daily mile for all pupils to keep fit. Pupils manage the fruit tuck shop and, during break times, supervise water fountains around school. Most pupils enjoy physical exercise and visit the onsite swimming pool once a week. Many pupils take part in swimming galas and football and netball tournaments and they enjoy competitive sports.

Most pupils arrive at school on time, most are keen and eager to undertake classroom tasks and they engage well in their learning. Most settle very quickly into the early morning routines, which include solving mathematical or literacy challenges

during registration. Many pupils display resilience and persevere to overcome challenges and to finish tasks. They work well independently, in pairs and in larger groups. For example, pupils in Year 4 organise their work systematically and appoint a leader who ensures that everyone contributes their ideas when recording the characteristics of famous, inspirational people. Most pupils encourage each other and offer support to ensure other pupils are successful in fulfilling their tasks. For instance, members of the criw Cymraeg encourage other pupils to improve their responses when engaging in a Welsh discussion.

Across the school, pupil leadership is developing well in many areas, such as through the eco council and 'tech team'. Pupils in these groups take their roles and responsibilities seriously. The work of pupils as peer mediators is a particular strength of the school. Pupils develop strong levels of empathy for others. For example, older pupils have undertaken training in dementia awareness and Year 6 pupils visit the local care home on a weekly basis.

Most pupils are developing well as global citizens and understand the need for fairness and equality in the wider world. Recently, the school council organised a whole-school event. Many pupils made and sold wool bracelets to the local community to emphasise the importance of fair trade and draw attention to the issues surrounding farmers in developing countries. Many pupils participate readily in the wide range of pupil voice groups and influence the life and work of the school well. They show commitment to improving pupils' learning and recreational experiences. All pupils make choices about what they would like to learn in their topics and homework tasks. For example, pupils in Year 6 were keen to find out more about the effects of natural disasters on populations in other countries as part of their topic on 'Extreme Earth'.

Nearly all pupils understand the importance of attending school regularly. They relate positively to the various visual displays and incentives to encourage higher levels of attendance. As a result, levels of pupil attendance have improved well over the last three years.

Teaching and learning experiences: Good

The school delivers a broad range of learning experiences based around interesting themes, such as 'Gwlad, Gwlad' and 'Extreme Earth', that interest most pupils successfully. Teachers are beginning to provide more opportunities for pupils to make choices about what and how they learn. There is an engaging learning environment that utilises the extensive indoor space effectively and offers a wider range of learning opportunities for all pupils, for example a well-resourced Cwtch Cymraeg and an inviting library and role-play café. A majority of lessons make effective use of the outdoor area to extend pupils' learning. Teachers give pupils a wide range of additional learning experiences, such as celebrating World Book Day and attending worthwhile trips and residential visits to Stackpole, Llangranog and Harry Potter World. Teachers invite many visitors into school who bring them stimulating resources to enrich pupils' learning. For example, all pupils in key stage 2 enjoyed an exciting, visual reality experience of a Roman town to support their topic.

During lessons, most teachers use a suitable range of questioning techniques to monitor pupils' learning and to promote their thinking and understanding, for example when encouraging the planning of a fair test to investigate the insulating properties of different materials. Most teachers build on pupils' previous learning successfully. This allows them to effectively develop their interests across a range of areas of learning and make valuable links. In the foundation phase, a few teachers make good use of natural resources to support pupils learning. They organise worthwhile tasks and use support staff well to enhance the pupils' learning experiences, such as when finding out about plants using real flowers. In key stage 2, many teachers plan interesting lessons based on real life experiences that engage nearly all pupils. Many lessons proceed at a brisk pace and keep the pupils well motivated and engaged. However, in a few lessons across both key stages, there is insufficient challenge due to over-direction by adults.

Across the school, there are successful working relationships between all adults and pupils. This supports the learning and wellbeing of all pupils effectively. Teachers know their pupils well and plan lessons appropriately to meet their needs. Teaching assistants are highly skilled and support pupils purposefully across the whole school. Many teachers give pupils useful oral feedback, and question them effectively to explore their understanding. This helps to address misconceptions at an early stage and to identify where pupils can improve their work. Many teachers provide pupils with valuable written feedback, which helps them to understand how well they are doing and what they need to do to make progress. However, teachers do not do this consistently well in all classes. Teachers are beginning to provide beneficial opportunities for pupils to consider the quality of their own work and that of their peers.

In response to the principles of the new Curriculum for Wales, staff have recently developed comprehensive long, medium and short-term planning to ensure that pupils acquire the necessary skills in literacy, numeracy and ICT as they move through the school. There are many interesting and relevant opportunities for pupils to apply their skills in topic work. For example, in Year 1, pupils confidently use a tablet computer to take pictures of and save each other's work in art. Pupils in Year 5 write and perform thoughtful and emotional dialogues between children and parents about an impending storm. Year 6 pupils write vivid examples of descriptive writing of a volcano erupting, inspired by music and moving pictures.

The provision for pupils to develop their Welsh language skills is good. Many staff encourage pupils to develop and use Welsh in classrooms and around the school purposefully. The school has established a *criw Cymraeg* pupil group, which successfully promotes the use of the Welsh language around the school. For example, they lead Welsh games in the playground. Displays celebrate and encourage the culture and ethos of Wales. For example, Welsh language is prominent around the school and the display 'Taniwch y Ddraig' shares older pupils' work in Welsh effectively.

The school provides a range of worthwhile extra-curricular clubs that enhance the learning experiences of pupils effectively. This includes pupils' involvement in a range of sporting tournaments, such as rugby and cricket, and creative opportunities, such as knitting. Community-focused activities, such as the choir singing in the local residential home, promote inter-generational experiences for the pupils successfully,

and their involvement with Hay Writers gives real-life purpose to their learning experiences. Pupils' creative and expressive skills are developing well through enriching experiences, such as regular drumming and xylophone sessions.

Care, support and guidance: Good

The school is an inclusive and welcoming community where adults and pupils show a high level of kindness and respect for each other. Senior leaders monitor the progress of all groups of learners effectively, including those with additional learning needs. They work well with teachers in making purposeful use of the school's assessment data to set realistic end-of-key stage targets for all pupils. The school has an effective tracking system for monitoring pupils' progress as they move through the school. Staff use the information successfully to make appropriate provision for pupils who require additional support. This includes beneficial interventions, such as in phonics, emotional wellbeing, number recognition and counting. Teachers monitor these interventions carefully to ensure that they result in positive and purposeful outcomes for pupils.

The provision for pupils with special educational needs is appropriate. The school has built up a range of relevant and worthwhile outside partnerships to help it to provide appropriate support for pupils, for example, through speech and language sessions, play therapy and occupational therapy. Individual education plans for pupils on the special needs register are in place, but, often, the targets are too broad and not specific and realistic enough for pupils to achieve in a short space of time.

Leaders have introduced initiatives to ensure learning is becoming more personalised for individual pupils. Teaching assistants have received suitable training and their input in classes has a positive impact on pupils' standards and wellbeing. The school uses parent and pupil questionnaires successfully to monitor and improve pupils' wellbeing. Class teachers identify the emotional, health and social needs of their pupils successfully. They liaise effectively with the emotional literacy support assistants to provide suitable support and intervention, where necessary.

There are effective arrangements for promoting pupils' healthy eating and drinking. Regular physical activity, such as the daily mile, weekly swimming sessions and an extensive array of extra-curricular activities, promote pupils' physical and mental wellbeing successfully. Sound processes are in place to encourage pupils' regular attendance.

All staff in the school have high expectations for pupils' behaviour in classrooms and around the school. The school has established effective provision for peer mediators and their work on improving pupil wellbeing is highly successful. They work closely together to ensure that pupils play happily on the playground and have received appropriate training to help their peers sort out low-level squabbles and disagreements.

The school has established a wide range of pupil groups that allow many pupils, including those who are vulnerable, the opportunity to develop their roles of responsibility, such as the school eco council and the 'tech team'. The work of these groups has a positive impact on the life of the school, but, at times, teachers over-direct the teams.

The school gives pupils worthwhile opportunities to develop their understanding of spiritual, moral, social and cultural issues during assemblies and classroom activities. It encourages pupils actively to understand the needs and rights of others, locally and as members of a diverse global world. For example, the school is twinned with a school in Timbuktu and recently had a 'no electricity day' to help to raise money to support the purchase of solar panels for the school in Mali. These events encourage pupils to empathise with and understand the conditions experienced by other children across the world.

The school has productive relationships with parents and good links with the local community. Members of the local police liaison teams lead pupils' learning on drug and substance abuse and anti-social behaviour. There is a suitable range of opportunities for parents to learn how to support their children. For example, teachers provide informative reading, mathematics and online safety workshops for parents. This helps parents to take an active role in their children's learning and development. The school has an open-door policy and welcomes parents into school to discuss any concerns they may have.

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

Leadership and management: Good

The headteacher has a clear vision for the school aimed at providing a happy and nurturing environment in which pupils can thrive and learn. She has led the school well through a period of change, including the move into a new school building. She has recently strengthened the senior management team with the addition of a new senior leader in order to increase the leadership capacity within the school.

The school has a reasonable track record of improvement in significant aspects of its provision over recent years, including teaching in the foundation phase, support for vulnerable learners and improving pupils' reading and writing skills. There are a suitable range of monitoring activities to help leaders and teachers to collect information about the quality of the school's provision and the standards that pupils achieve. These include learning walks, lesson observations and listening to learners. However, at times, the focus for these activities is too broad and the monitoring activities do not always focus specifically enough on the school's current priorities or the most important areas for improvement.

The governing body provides strong support for the school and has a detailed knowledge of its life and work. Governors visit school regularly to gather first-hand evidence, for example about pupils' behaviour and their engagement in learning. This enables them to challenge the school effectively and hold leaders to account for its performance.

The headteacher has formed strong relationships with the local community to enhance learning experiences for pupils. As a result, pupils have good opportunities to take part in a wide range of activities that engage and interest them, such as canoeing, drama and textile work. Senior leaders have established appropriate performance management processes for all staff. They set targets for teachers that link well to school priorities and also provide opportunities for staff to focus on their

own professional interests and learning needs. All staff are clear about their roles and responsibilities and understand how their work in the school contributes to raising standards for pupils.

Staff have received appropriate training to support their roles. For example, teaching assistants have received suitable training to support pupils with social and emotional needs. The newly-appointed senior leader has undertaken professional learning programmes to enable him to carry out his role more effectively, for example in relation to discussing practice and performance with staff in order to support their development. All teachers have suitable opportunities to develop their skills through professional learning opportunities, for example in relation to planning for the new school curriculum.

There are effective arrangements to manage the school's finances and resources. Leaders use grants, such as the pupil development grant, suitably to improve pupils' literacy skills and their emotional wellbeing. They use additional funding well to improve the quality of the resources available to pupils, for example to buy learning resources for the foundation phase outdoor areas and outdoor play equipment for older pupils. The school provides a stimulating and engaging learning environment for pupils.

The indoor learning environment is of high quality and staff make good use of it. For example, they use the learning areas in the school 'street' well to provide purposeful learning experiences for pupils, including role play and construction activities. However, the provision for pupils to learn outdoors is underdeveloped. The school has a suitable range of books and computers that enhance pupils' learning well.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2020: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 14/05/2020