



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Dafydd Llwyd
Park Lane
Newtown
Powys
SY16 1EG**

Date of inspection: December 2010

by

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



**INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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.uk

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

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2011: 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.

Context

Ysgol Dafydd Llwyd is a designated Welsh-medium primary school located in Newtown. It was opened in 2001 to serve Newtown and the surrounding areas. Powys is the local authority.

The school is located in five separate buildings, on the same campus as two other schools. The buildings include two temporary portakabins. Since the previous inspection, there has been a significant increase in the number of pupils attending the school and it is anticipated that this increase will continue. Currently, the school has 149 pupils aged 3-11 years, including nursery school age pupils who attend on a full-time basis. Thirty-eight per cent of pupils come from homes in which Welsh is the main language and there are a small number of pupils from ethnic minority backgrounds.

The area is described as one that is neither advantaged nor disadvantaged. The percentage of pupils entitled to free school meals is 14.7%, which is higher than the average for Powys but below the average for Wales. Eighteen per cent of pupils are on the additional learning needs (ALN) register.

The school has eight full-time teachers, including the headteacher who was appointed in 2005. Three part-time teachers work in the school to support pupils with additional learning needs and to allow planning, preparation and assessment time for class teachers.

In 2010-2011, the individual school budget for Ysgol Gymraeg Dafydd Llwyd is £3,445 per pupil, which compares with a maximum of £11,182 and a minimum of £2,891 for primary schools in Powys. The school has the 65th highest budget per pupil of the primary schools in Powys.

Summary

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

Current performance

Ysgol Dafydd Llwyd has many strengths and no important areas that require significant improvement. The strengths include:

- good standards of achievement in most subjects;
- pupils who develop to be responsible, bilingual citizens who are very aware of the importance of fairness, inclusion and care for others;
- pupils who have a very positive approach to learning, who are courteous and behave very well; and
- pupils' knowledge of their Welsh heritage.

Prospects for improvement

Prospects for improvement are good because:

- in general, the school's self-evaluation processes are effective and, as a result, they correctly identify almost all its strengths and weaknesses;
- the improvement plans lead to effective implementation and standards are rising in the areas that require improvement; and
- the leadership of the school is developing well on all levels, and now gives good attention to raising standards.

Recommendations

In order to improve, the school needs to:

- R1 continue to raise standards in mathematics and science in key stage 2;
- R2 ensure that the quality of the teaching is at least good throughout the school; and
- R3 refine the self-evaluation processes in order to better identify weakness in the teaching.

What happens next?

Ysgol Dafydd Llwyd will modify the existing action plan in order to respond fully to the recommendations.

Main findings

Key Question 1: How good are the outcomes?

Good

Standards: Good

Standards of achievement are generally good throughout the school in almost every area.

The communication skills of the majority of pupils are developing effectively in Welsh throughout the school and also in English in key stage 2. The literacy skills of the majority of pupils are good in reading and writing, with many being able to write extendedly in both languages. As a result, almost all the pupils have suitable access to the wider curriculum as appropriate to their age and ability.

By the end of key stage 1, the vast majority can use Welsh confidently, bearing in mind their linguistic background when they began in the school. The oracy standards of the majority of pupils are very good.

The majority of pupils make appropriate progress during their period in the school. They succeed in achieving standards that are appropriate to their age and ability, with the exception of a significant minority of older children in mathematics. The pupils' ability to work together in pairs and independently in groups is a very good feature throughout the school.

The school's attainment data presents a very mixed picture. On examining the context, it is seen that the numbers in each school year are comparatively low. In addition, in some years, a significant percentage of children have additional educational needs.

During the past four years, the school's general performance in key stage 1 is inconsistent. The percentage of pupils that succeeded in attaining the expected level, namely level 2, in the core subject indicator (the expected level in English or Welsh first language, mathematics and science) in 2010, was higher than the averages for Powys and Wales. However, it is not as good as the average for the remainder of the schools in the school's family. The school's performance in the individual core subjects was consistent, with 83% attaining the expected level. The percentages that attain levels that are above the expected levels (level 3) are below the averages for Powys and Wales in the three subjects.

On average, the school's general performance in key stage 2 shows a downward trend during the past four years. The Welsh and English results are above the averages for Powys and Wales and place the school close to the average for the family of schools. However, the results in mathematics and science are not as good – they are below the averages for Powys and Wales and in the lowest quartile when compared with similar schools. However, the pupils' current standards in mathematics and science do not reflect the low results. In almost every class, the standards in mathematics and science are good.

The percentages that attain higher than expected levels (level 5) are close to the averages for Powys and Wales in Welsh and above the averages in mathematics, but below them in English and science.

In key stage 1, the girls' results were better than the boys' results in every subject. In key stage 2, the boys' performance was better than the girls' performance in Welsh, English and science. However, in the context of the relevant numbers, these differences are not regarded as significant.

Wellbeing: Good

The behaviour of almost all of the pupils is very good in lessons and around the school and they work and play together well. The older pupils are very caring of the younger pupils and, without exception, they are very courteous when talking to adults and visitors.

All of the pupils feel happy and safe in the school and are confident that the school deals well with any bullying. They have a positive attitude to healthy living and eating.

All of the pupils have the opportunity to have an input into what they are taught and this has a positive effect on their participation. Their ability to concentrate and to undertake tasks is good. The pupils' ability to accept responsibility for their actions and their work is very good.

The attendance level of approximately 94.7% has been fairly consistent over the past three years and compares favourably with the averages for Powys and Wales.

By electing the school council and the eco council and holding a mock election during the general election, they become familiar with the principles of democracy. The members of the councils undertake their work conscientiously and take pride in the school's positive response to a number of their suggestions. Regular meetings are held which allow pupils of all ability ranges to express their opinions and contribute to decisions and changes in the school.

The knowledge and commitment of pupils to supporting and promoting fair trade is an outstanding feature. Through these groups, pupils develop their contribution towards a number of aspects of school life, such as sustainability and healthy eating. They make a substantial contribution towards the charity work of the school.

The majority of pupils have an increasing knowledge of the practices and expectations of the world of work. The pupils completed a very good quality project on a venture to sell lemonade. As a result, they are fostering self-motivation and independence that will be valuable when they reach adulthood.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

Wide and valuable learning experiences are carefully planned to stimulate pupils' interest. There is good practice in the Foundation Phase that provides a firm foundation for developing independent learners. A variety of effective teaching strategies are used in order to meet the requirements of pupils and the community, for example the enquiry approach and the work on assessment for learning and thinking skills. Learning activities are enriched further through a wide range of varied activities, including extra-curricular activities.

A good variety of learning strategies is used in order to assist children to learn effectively. There is a suitable emphasis on encouraging skills in lessons and, as these activities develop, opportunities are provided in almost every class for pupils to identify which key skills are being used. However, on occasion, the work is not sufficiently challenging and extended to develop the numeracy skills of the older pupils.

The provision for promoting fair trade and the emphasis placed on developing pupils' knowledge of their Welsh heritage are outstanding features. Pupils' understanding of the world at large and global citizenship is developed effectively.

Teaching: Good

The general quality of the teaching is good. In the most effective lessons, purposeful planning can be seen with clear objectives identified for the sessions. A range of teaching methods and resources are used that stimulate the interest of almost all of the pupils and motivates and challenges them to achieve well; however, this is not consistent throughout the school. The staff model good language themselves and there is a good working relationship amongst the children and between the children and adults. Pupils' behaviour is managed very effectively and teachers have a good and up-to-date knowledge of their subject.

The quality of assessing, reporting and recording pupils' achievement is good. The assessment for learning strategies are very good, have been integrated into almost all lessons and have developed into a natural part of the work of the school. Pupils have their own personal targets to work towards and the feedback from teachers enables pupils to know how well they are doing and what they need to do to improve. Opportunities are provided for pupils to develop their ability to assess their own performance and the performance of their peers. Parents are satisfied with the way in which the school provides clear and concise guidance and information to them and regular meetings are held in the school at appropriate times during the year in order to inform parents of their children's progress.

Care, support and guidance: Good

The school has a comprehensive range of policies and procedures to promote health and wellbeing. They are supported strongly by good practices in terms undertaking risk assessments, examining equipment and updating information and qualifications.

Prominent emphasis is given to physical exercise, hygiene, safety and healthy options. Sex education and health education are introduced with the effective support of specialists from external agencies.

Parents and pupils state that there are no problems with bullying. Pupils turn confidently to the adults around them for assistance.

The provision for pupils' spiritual, moral and social development is very good. Considerable emphasis is placed on providing outstanding opportunities to promote pupils' cultural development. These opportunities are planned within and outside the curriculum to introduce rich experiences that reflect aspects of Welsh culture and heritage.

School staff give good care to pupils' individual needs. The school works closely with external agencies to ensure that children receive professional support on educational and other matters within the school and from external specialist services.

The school has an appropriate policy and procedures for safeguarding.

Members of staff make effective provision for the individual needs of children with additional needs. The plans are suitable and are implemented, and emphasis is placed on identifying and providing support for pupils at an early stage. The flexible provision for identifying the more able and talented children meets learners' needs.

Learning environment: Good

A friendly, diligent and inclusive ethos based on positive support and relationships is one of the strengths of the school. Equal opportunities matters and matters relating to diversity and equality in the life of the school are dealt with appropriately and there are robust arrangements in place that ensure very good behaviour throughout the school.

The school succeeds in creating a feeling of unity and purpose despite difficulties created by a lack of space as a result of the constant increase in the number of pupils. The school does not have a hall of suitable size, nor anywhere to store specialist resources. There is no dedicated refectory and therefore food has to be carried on trolleys from the kitchen of a nearby school. The classrooms are welcoming with colourful displays highlighting current tasks and giving praise to pupils' work. Good use is made of the school grounds to provide stimulating outdoor learning areas. The school buildings and grounds are appropriately maintained.

There are sufficient resources for implementing all subjects of the curriculum. Aspects of information and communications technology (ICT) and physical education are implemented through an effective arrangement with a neighbouring school. Some whole-school services and concerts are also held there.

Key Question 3: How good are leadership and management?
--

Good

Leadership: Good

The headteacher leads the school very effectively. She has a clear vision and appropriate priorities in order to move the school forward. She has succeeded in developing an inclusive spirit in which all members of staff work together effectively as a team. Her day-to-day management of the school is effective.

The governors are very supportive of the work of the school and are aware of their responsibilities. Members of the governing body take responsibility for areas of the curriculum and discuss aspects of the work with the co-ordinators. They are developing effectively their role as a critical friend that challenges the school, for example when discussing attainment data.

The school is very successful in terms of meeting national priorities, particularly the Foundation Phase and the 2008 Curriculum. The school has acted as a pilot school for the School Effectiveness Framework and successfully promotes priorities such as Healthy Living and important elements such as sustainability and Global Citizenship.

Improving quality: Good

Self-evaluation arrangements have been structured effectively in order to ensure input from staff, children, governors and parents. The headteacher considers all of the school's benchmarking data in detail and interprets data associated with the achievement of specific cohorts of pupils when deciding on priorities for improvement. In general, the subject leaders fulfil their role effectively; they collect evidence through direct observation of lessons, by holding discussions with members of staff, and they also review pupils' books. However, the self-evaluation processes have not ensured sufficient consistency in the context of teaching mathematics.

On the whole, the self-evaluation report is fairly analytical and the aspects that need to be developed further are noted in the School Development Plan. The School Development Plan is a working document that identifies appropriate priorities and effective strategies to ensure improvement. For example, the recent emphasis on improving standards and quality in science and mathematics is having an obvious effect on raising standards in almost every class.

A good culture of sharing ideas and good practice is developing within the school. In addition, staff that are responsible for the Foundation Phase are networking with other schools as part of the Foundation Phase Forum and have visited other schools to observe good practice. Over time, links have been forged with a cluster of Welsh-medium schools in the local authority which include detailed arrangements to moderate the work of Year 6 children in the core subjects.

Partnership working: Good

The school works effectively with a number of partners to extend the learning experiences of pupils throughout the school. For example, visitors, including parents, come to share their expertise in many areas of the curriculum, for example presentations on nature and discussing memories of World War Two.

There are good and close links with the Cylch Meithrin which are a good support for small children to settle in as they begin in the school. There are also good links with the secondary school and, towards the end of key stage 2, joint meetings are held to discuss pupils' achievements in the core subjects. The school has effective transition arrangements that promote pupils' wellbeing as they transfer from the primary school to the secondary school.

The partnership between the school and parents is very good and the parents in the school are very supportive of all the activities that are provided. They state that they receive information regularly about their children's progress and almost every parent is very happy with all aspects of the life of the school. Effective collaboration exists between the school, the governors and parents.

The relationship with the local authority is very beneficial and has an effective influence on staff training in a number of areas, including curriculum provision, teaching methods and child protection.

Resource management: Good

The school manages its resources well. The school has enough teachers and assistants who are qualified and effective. They work together well and make an important contribution to the life and work of the school.

The school is clean and tidy and, despite the significant problems with the building, excellent use is made of the site. The Governing Body keeps a watchful eye on the budget and ensures that expenditure meets the requirements of the priorities of the School Development Plan.

Teachers make effective use of their time for planning, preparation and assessment. The management of this time is good. The teachers who have teaching and learning responsibilities have clear responsibilities and expectations. The school has an appropriate system of performance management that provides opportunities for continuous professional development.

The school provides good value for money when taking into consideration the progress made by most learners, the very high standard of personal, moral, social and cultural development and the valuable educational experiences.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Twenty-four parent questionnaires were returned and all of them are either satisfied or very satisfied with the school in general. They state that their children enjoy the school and that they feel safe there. Almost all parents believe that the behaviour of pupils is good, and that pupils are respected, treated fairly and developing into becoming more mature and shouldering responsibilities. All the parents feel that the teaching is good and almost all of them feel that their children are making good progress in the school. However, a few parents feel that the homework that is set does not build well on what the children learn in school. Almost all parents were of the opinion that the school was run either well or very well.

Responses to learner questionnaires

Almost all key stage 2 learners completed the learner questionnaire and members of the team spoke to pupils during the inspection. All of them stated that they feel safe in the school and that it deals well with bullying. Almost everyone knows whom they can talk to if they have concerns or if they are having difficulty with their work. All learners are of the opinion that the teachers and other adults help them to learn and make progress and almost everyone felt that they are doing well in the school. A few children felt that not every child is well behaved at play times and at lunch time and a similar number feel that other children's behaviour impairs their ability to do their work.

Appendix 2

The inspection team

Clive Phillips	Reporting Inspector
Alun Morgan	Team Inspector
John Roberts	Lay Inspector
Rhys Hughes	Peer Inspector
Mrs S Davies (Headteacher)	School Nominee

Copies of the report

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

Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

If available, the data report can be found on our website alongside this report.

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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

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