



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
Plantation Lane
Newtown
Powys
SY16 1JE**

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by

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

About Ysgol Dafydd Llwyd

Ysgol Dafydd Llwyd is situated in Newtown in Powys local authority. Welsh is the main medium of the school's life and work, and English is introduced to pupils in key stage 2.

There are 168 pupils between 4 and 11 years old on roll. Very few pupils speak Welsh at home or are from ethnic minority backgrounds. Over a period of three years, approximately 9% of pupils have been eligible for free school meals. This is lower than the national percentage (19%). The school has identified 16% of its pupils as having additional learning needs, which is lower than the national percentage (21%).

The headteacher was appointed to the post in September 2005 and the school was last inspected in December 2010.

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 headteacher and senior management team's robust vision sets a clear strategic direction for developing the school. They have high expectations that are based on providing high quality education in order to ensure that all pupils achieve to the best of their ability. As a result, most pupils make good progress from their starting points. Welsh is at the heart of the school's life and work, and pupils take pride in their language and their Welshness. Nearly all pupils behave very well and are very eager to learn. Teachers provide a wide range of rich learning experiences for pupils, and the school has effective arrangements to support pupils' needs successfully. This contributes well to the caring and familial ethos that exists in the school.

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 Raise pupils' standards of spelling in English in key stage 2

R2 Improve the standard of a few pupils' presentation of work across the school

What happens next

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

Main findings

Standards: Good

Over time, most pupils' skills on entry to the school have been low. During their time there, most make good progress from their starting points. Pupils with additional learning needs make effective progress towards their targets.

Most pupils' oral and listening skills in the foundation phase are strong. They have a wide vocabulary and use natural syntax when they talk. They discuss their work confidently and explain what they are doing clearly. In key stage 2, most pupils communicate effectively in both languages. They listen carefully to others' views and discuss various topics maturely. They use polished vocabulary when talking about their work.

Most pupils' reading skills are developing effectively. They enjoy reading and develop into independent readers. Most pupils in the foundation phase read meaningfully and fluently, and express an opinion about their favourite books clearly. In key stage 2, most pupils read a wide range of texts in Welsh and English with good understanding. By the end of the stage, most express an opinion about books and describe the main characters and sequence of events in stories meaningfully. They use their reading skills successfully to gather information and present it in an interesting way. Most use their translanguaging skills confidently when carrying out research.

In the foundation phase, most pupils show continuous development in terms of their early writing skills. They use suitable and interesting vocabulary, and are beginning to vary sentences and punctuate correctly. They plan attractive portrayals and use suitable adjectives and similes. Many pupils develop clear handwriting. In key stage 2, most pupils use their writing skills in a range of contexts across the curriculum. They write coherently and present ideas and information effectively. For example, Year 4 pupils write successful pieces on the history of the Titanic and volcanoes. Year 6 pupils write good extended pieces on the former president, Barack Obama. Most pupils' work shows good standards in terms of language accuracy in Welsh and English. The quality of written work in the best examples is of a high quality, for example as they write on the theme 'Cymru Fach' and the poet, Hedd Wyn. However, pupils' standards of spelling in English vary at times, and the work of a few pupils across the school is not always presented neatly.

By the end of the foundation phase, many use a range of number skills confidently across the areas of learning, for example when measuring temperature. Most collect, present and analyse information to create a table and produce a simple bar graph to record different colours. In key stage 2, most pupils have a sound understanding of numeracy strategies. By the end of the stage, many solve problems effectively, for example when analysing data in relation to the Urdd camp or other continents. Many pupils have a sound understanding of money, for example when planning a shopping trip to ensure the best value. Standards of mental mathematics are developing well, and older pupils have different ways of multiplying, including Japanese methods. Most transfer their numeracy skills effectively to other areas, for example when studying the heart rate in science.

Most pupils' information and communication technology (ICT) skills develop well as they move through the school. By the end of the foundation phase, most create pictures and present written work successfully. They present information in the form of simple graphs correctly, for example when conveying their favourite animal at Chester Zoo. In key stage 2, most pupils apply their ICT skills successfully to support their work across the curriculum. They use various number apps, and prepare articles to be included in the local Welsh language community newspaper, and create short films by using a green screen. In Year 6, most pupils gather information from the internet safely and send e-mails to their friends as part of their theme work. Many are beginning to use simple formulae to organise data successfully.

Wellbeing and attitudes to learning: Good

The working relationship between pupils and staff is a strong feature of the school and is a firm foundation for maintaining a caring and supportive ethos. Pupils have a high level of trust in staff and know that they will do their best for them. As a result, nearly all pupils enjoy school and understand what to do if anything is worrying them, and feel completely safe there. For example, most pupils have a sound understanding of the importance of staying safe on the internet. Nearly all pupils behave very well. They are very caring towards each other and treat others with respect and courtesy in lessons, on the playground and in the dining hall.

Nearly all pupils understand how to eat and drink healthily and take part in physical activities regularly, for example by competing in sports clubs and games with nearby schools. They take advantage of opportunities to go on residential trips, for example to Llangrannog and London, and this contributes well towards developing their personal and social skills.

Nearly all pupils talk about their school with pride. They appreciate the regular opportunities that staff provide for them to express an opinion and develop as conscientious citizens. Many shoulder responsibilities on various committees. For example, members of the school council, the eco council, 'ffrindiau ffyddlon' (faithful friends), the Criw Cymraeg and the ambassadors make a beneficial contribution to school life and ensure that their peers receive information about important issues that affect them. For example, the Sports Ambassadors organise sports activities for pupils during the lunch hour each week. Pupils also raise money for different charities and take part regularly in Urdd activities.

Most pupils work successfully individually, in pairs and in groups. They are enthusiastic learners and nearly all pupils have positive attitudes towards learning. From an early age, they develop a good understanding of what they need to do to improve their work by discussing success criteria, for example after analysing data relating to the Urdd camps.

Many pupils have a sound awareness of fairness and equal opportunities. They are very sensitive to the needs of other pupils and understand the importance of sustainability. For example, they are able to explain the significance of fair trade successfully.

Teaching and learning experiences: Good

The quality of teaching is good, with elements of excellence in a minority of classes. All teachers provide exciting teaching activities that engage pupils' interest and enthusiasm very effectively. They plan carefully and consider pupils' interests as they create class themes. For example, pupils contribute their ideas in their studies of the Commonwealth and disasters. Most teachers ensure that lessons have a good pace and prepare challenging tasks for pupils. All members of staff have high expectations in terms of pupils' behaviour and create a constructive ethos in the classrooms, which promote pupils' self-respect and confidence very successfully. Classroom assistants make a significant contribution to the quality of teaching and, alongside teachers, use open-ended questions very effectively to develop pupils' thinking skills.

Teachers make purposeful use of assessment for learning procedures across the school. They assess pupils' work correctly and make good use of assessments to set targets for them. As a result, pupils know their targets well, in addition to what they need to do in order to improve. There are suitable procedures in place to enable pupils to evaluate their own work and that of their peers.

Across the school, teachers plan very stimulating and rich learning experiences that improve pupils' learning effectively. They plan activities for pupils of different abilities thoroughly and ensure an appropriate level of challenge for them. They plan specifically to develop pupils' literacy, numeracy, ICT and thinking skills by providing a range of opportunities for them to develop them through themes and current topics, such as the Newtown bypass. A good range of extra-curricular activities is provided for pupils, including sports clubs and an ICT coding club. These enrich the curriculum and learning experiences for them successfully.

The principles of the foundation phase have been established firmly. The school plans valuable opportunities to use the outdoor areas to extend learning successfully. For example, Year 2 pupils use the outdoor area effectively to develop their understanding of food chains. Teachers provide interesting focus activities and continuous activities to enable pupils to investigate, role-play and practice their personal skills regularly.

The school has a very strong Welsh ethos, and provision to promote and develop the Welsh language is very robust. The development of the Welsh Language Charter ensures pupils' pride in their language and country. All staff take advantage of opportunities to enrich pupils' language, which contributes successfully towards extending their oral skills. As a result, pupils make full use of the Welsh language in all aspects of school life and their bilingualism skills are developing soundly.

Teachers plan purposefully to ensure that pupils are given a range of opportunities to learn about Welsh culture and heritage. These include studying Welsh authors, artists and composers. A very strong feature of provision is the valuable opportunities for pupils to learn about the local area, for example by studying the history of the Treaty of Montgomery. They are also given very beneficial opportunities to contribute to different events in the community, such as 'Dewch i Ddathlu Cymreictod yn ardal y Drenewydd' (Newtown Welsh language festival). Pupils compete in the Urdd Eisteddfod and local eisteddfodau regularly. This enriches their knowledge of their identity and increases their confidence successfully.

Care, support and guidance: Good

The school has thorough procedures for tracking pupils' progress, and teachers use the information that derives from these effectively to identify pupils who need additional support. Teachers provide appropriate individual education plans for those who need them, and include parents and pupils suitably in the process of producing and reviewing them. Teachers plan the next steps for pupils carefully and provide purposeful intervention programmes for those who need them.

The school has effective arrangements for promoting eating and drinking healthily. This has a positive effect on pupils' understanding of issues relating to their health and wellbeing. Staff promote sustainable development successfully through the work of the eco committee and stimulating themes. Provision to develop pupils' understanding of the needs of other countries in the world is also successful. For example, the school invites visitors to talk to pupils about the needs, life and traditions of Uganda, and pupils are given opportunities to research the countries of the Commonwealth.

Provision for pupils' spiritual, moral, social and cultural development is one of the school's strengths. As a result, nearly all pupils are polite, listen to each other and support each other very well. An ethos of respect is evident in all aspects of the school's life. Teachers provide regular opportunities across the curriculum to enable pupils to broaden their understanding of human rights. They promote anti-racism, equal opportunities and children's rights successfully by using a range of effective programmes.

Pupils' creative skills are developed very effectively. Pupils are given regular opportunities to compete in eisteddfodau and perform in concerts during the year. Murals and colourful displays across the school celebrate pupils' art successes very effectively. A typical example of this includes attractive pictures that pupils' produce in the style of Kyffin Williams.

The school has a strong partnership with parents. They meet with teachers regularly and receive detailed information about their children's progress and achievement. The school provides them with support and instructions on how to support their children, for example with their reading skills. As a result, they know what their children need to do to develop their skills.

The school's arrangements for safeguarding children meet requirements and are not a cause for concern. As a result, pupils feel completely safe at the school.

Leadership and management: Good

The headteacher has a robust and clear vision that is based on raising standards and promoting pupils' wellbeing and Welshness. This vision is shared extremely successfully with staff, pupils, governors and the wider community. The senior management team and members of staff work together efficiently, fulfil their roles effectively and support the headteacher well. Staff implement purposeful strategies to develop pupils' skills successfully. A typical example of their success is the way in which they implement the principles of the Welsh Language Charter. As a result, pupils' Welsh literacy skills are robustly good, and they show excellent pride towards their language and heritage.

The school's self-evaluation procedures are based firmly on a range of first-hand evidence. Through lesson observations, book scrutiny and conducting purposeful learning walks, staff have a thorough understanding of the school's strengths and areas for improvement. Leaders gather pupils' views and respond positively to their ideas. The drama and chess clubs are good examples of how the pupil's voice contributes to the school's provision. There is a close link between the school's priorities for improvement and the findings of self-evaluation. The school development plan includes a manageable number of priorities to be achieved, and measureable success indicators. Effective monitoring arrangements contribute purposefully to ensuring continuous improvement.

Leaders ensure that staff are given appropriate opportunities to develop professionally, for example by sharing good practice to plan stimulating tasks for pupils. As a result, tasks engage nearly all pupils' interest and contribute effectively towards developing their skills across the curriculum. The teamwork that exists between all members of staff is one of the school's strengths. They share good practice regularly in order to increase their knowledge and professional skills. As a result, the quality of teaching and provision is robustly good across the school.

Leaders use their resources effectively. The headteacher and governing body manage funding carefully and monitor the effect of expenditure on pupils' outcomes appropriately. Expenditure links well with the school's priorities for improvement, including the use of specific grants. Support for some groups of specific pupils succeeds in reducing the effect of poverty on their attainment and progress. For example, the pupil development grant is used effectively to improve the numeracy and literacy skills of pupils who are eligible to receive it.

Governors are very supportive of the school and contribute directly to the self-evaluation procedure by listening to pupils, conducting learning walks, analysing data and scrutinising books. As a result, they have a sound understanding of the school's strengths and areas for improvement. They hold the school to account for its performance skilfully.

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.

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