



*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 Dyffryn Trannon  
Trefeglwys  
Caersws  
Powys  
SY17 5PH**

**Date of inspection: April 2013**

**by**

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



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:

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

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

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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Ysgol Dyffryn Trannon is in the village of Trefeglwys, some five miles from the town of Llanidloes, and serves a very rural area.

It is a dual stream school. The Welsh language stream admits children from a wide area that includes the communities of Llangurig, Llanidloes, Staylitttle, Y Fan, Llawr-y-glyn and Caersws, as well as from Trefeglwys itself. The English-medium stream, where Welsh is taught as a second language, serves the local community.

At present, there are 123 pupils on the school's register, 70% of whom are in the Welsh stream. Nearly all the pupils transfer to Ysgol Llanidloes for their secondary education. Around 17% of the pupils come from homes where some Welsh is spoken. Nearly all pupils have a White British ethnic background.

The school considers the pupils as representing the full range of ability. Some 4.6% of pupils are eligible for a free school meal, which is lower than the average for Powys and significantly lower than the Welsh average. Fifteen percent of the pupils are on the school's additional learning needs register, which is also lower than the Wales average.

The headteacher was appointed to her post in September 2011, following a period of instability in the school's leadership. The school was last inspected in June 2007 and was judged to be in need of special measures.

The individual school budget per pupil for Ysgol Dyffryn Trannon in 2012-2013 means that the budget is £3,705 per pupil. The maximum per pupil in the primary schools in Powys is £8,253 and the minimum is £3,087. Ysgol Dyffryn Trannon is 45th out of the 99 primary schools in Powys in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is adequate because:

- at key stage 2, performance has improved significantly over the last three years;
- pupils make good progress in developing their literacy skills. In particular, the standard of oracy in Welsh is a strength of the school;
- the majority of pupils take an active role in their own learning and development; and
- across the school, teaching is generally of good quality.

However:

- in general, the school does not perform well in comparison with other, similar schools;
- pupils across the school do not use and apply their numeracy skills sufficiently or consistently across all areas of learning and subjects; and
- recently adopted initiatives to plan the curriculum are at a very early stage of development, and the school has not yet evaluated their impact on pupils' outcomes.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and other leaders have high expectations and respond appropriately to instances of underperformance;
- the senior management team analyse data well to provide a sound basis for monitoring performance across the school;
- members of the governing body are actively involved with the school;
- the school has recently implemented revised arrangements for self-evaluation, which improve its ability to identify its strengths and those areas it needs to improve; and
- the school monitors the quality of teaching effectively.

## **Recommendations**

- R1 Improve standards to ensure that the school's performance compares more favourably with that of other, similar schools
- R2 Develop pupils' ability to apply their numeracy skills effectively across all areas of learning and subjects
- R3 Improve pupils' attendance
- R4 Monitor closely the implementation of the recently adopted arrangements for planning pupils' learning experiences and evaluate their impact
- R5 Ensure that the monitoring roles and responsibilities of curriculum leaders are implemented effectively
- R6 Ensure that areas identified for improvement are prioritised more effectively

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

**Adequate**

#### Standards: Adequate

Across the school, nearly all pupils listen well to their teachers, share ideas and contribute successfully in discussions. Most pupils respond accurately to instructions and respond to questions appropriately according to their age and ability.

The standard of oracy in Welsh is good and is a strength of the school. In the Foundation Phase, pupils learn Welsh sentence structures and vocabulary quickly, and most become confident in using the Welsh language in a variety of situations. Pupils build well upon this as they progress through the school and, by the end of key stage 2, many become confident in holding a conversation with adults as well as peers in both languages. A few of the more able pupils discuss their work with maturity, using extended vocabulary effectively.

Nearly all pupils across the school make good progress in their reading skills. By the end of the Foundation Phase, nearly all pupils show enjoyment in reading. The majority read clearly and with fluency, and many discuss books enthusiastically. By the time pupils reach the end of key stage 2, many older pupils are able to gather information successfully from a variety of sources and present it effectively in different forms.

In the Foundation Phase, the majority of pupils' writing skills are developing well. They are able to structure their thoughts clearly using a variety of sentences and show a sound grasp of punctuation. These skills are then developed further across all areas of learning in both languages. The more able pupils write independently, and at length, using a wide vocabulary to good effect. By the end of key stage 2, most pupils have a good understanding of different forms of writing and use them confidently in both languages and across the subjects. Most pupils have a sound grasp of sentence structure and a few pupils write extensively using a wide vocabulary to good effect. A majority use a range of punctuation correctly but this is not consistent in all classes. In general, spelling is good, handwriting is well formed and work neatly presented. The standard of pupils' writing in Welsh second language is developing appropriately.

Pupils use their thinking skills well and by the end of the Foundation Phase nearly all become independent learners. By the end of key stage 2, the majority of pupils use these skills effectively in a range of situations. However, pupils across the school do not use and apply their numeracy skills sufficiently or consistently across all areas of learning and subjects.

Pupils with additional learning needs and more able pupils are making appropriate progress.

As 2012 was the first year for assessments of the Foundation Phase outcomes, there is no data available to compare trends in performance over time. In 2012, the

proportion of pupils achieving the expected outcome (outcome 5+) for the Foundation Phase outcome indicator was higher than the average for the family of schools and for Wales. However, when compared to other schools with a similar proportion of pupils entitled to free school meals, the school was in the lower 50% of these schools for all the aspects of learning except for language, literacy and communication skills in Welsh, where it was in the higher 50%.

At key stage 2, performance has improved significantly over the last three years. However, in 2012, the proportion of pupils achieving the expected level in the end of Year 6 teacher assessments for the core subject indicator remained below the average for the family of schools and for Wales. In comparison with other schools in Wales with a similar proportion of pupils entitled to free school meals, the school was in the lowest 25%. This has also been the case for the previous three years.

The proportion of pupils achieving higher than expectations at the end of both the Foundation Phase and key stage 2 has generally been lower than the average for the family and for other, similar schools in Wales for the past four years.

### **Wellbeing: Good**

Ysgol Dyffryn Trannon is a happy school where pupils look after each other in a caring environment. Pupils have positive attitudes to keeping healthy and safe and they fully understand the importance of eating a healthy diet. Nearly all pupils feel safe and secure in the school and know that they can easily turn to staff and fellow pupils for support.

The school attendance rate for 2011-2012 was higher than the national average but below the average for its family. In comparison with other, similar schools, Ysgol Dyffryn Trannon was in the lowest 25% of such schools, and has been in the lowest 25% for three of the previous four years.

The standard of behaviour is good throughout the school in lessons, on corridors and during break times. Pupils act maturely and responsibly, showing respect and care for others. Older pupils wilfully care for younger pupils during play times.

The school has an active and well-established school council and all members understand their responsibilities well. They feel that their suggestions are valued and that they have a worthwhile role to play within the school community. They have successfully championed improvements, such as recent changes to the school uniform, and meet regularly with staff and members of the governing body to discuss their ideas. Pupils also contribute enthusiastically to their wellbeing through their involvement with the eco committee and their responsibilities as Healthy School Ambassadors.

The majority of pupils take responsibility for their learning and nearly all are actively engaged in the planning of new topics. They adopt assessment for learning strategies well and take an active role in their own learning and development.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Adequate**

The school has clearly identified the need to improve provision throughout the school and has reviewed its curriculum plans accordingly. It has recently adopted a new thematic scheme of work, which clearly identifies opportunities to develop literacy, numeracy and information and communication technology (ICT) skills across all areas of learning and subjects. However, these initiatives are at a very early stage of development.

Teachers across the school plan together effectively to provide a range of learning experiences that engage pupils' interests. This ensures continuity and progression in their learning.

The school uses data well to identify more able and talented pupils. However, the provision and the level of challenge for these pupils are not sufficiently developed and are not consistent in all classes.

Pupils participate in a good range of extra-curricular activities to enrich their learning. Recent visits to the National Library of Wales in Aberystwyth and Llyn Clywedog are examples of how the school plans such opportunities effectively.

Provision for Welsh language is good. The school promotes and celebrates a sense of Welsh identity successfully to all pupils through a range of activities, such as the eisteddfod and visits to Llangrannog and to the Urdd centre in Cardiff.

The school promotes pupils' awareness of sustainable development well through the work of its eco committee. This has enabled pupils to play an active role in the development of the school grounds as an enjoyable, natural environment which promotes wildlife. The school acts sustainably to reuse and recycle and monitors the effect of the school's solar panels. The school gives pupils useful opportunities to develop their understanding of global citizenship through their curricular activities and through charitable initiatives that support local, national and international institutions.

**Teaching: Good**

Lessons have clear objectives that are appropriate to pupils' ages and abilities and they move along at a suitable pace. Nearly all staff demonstrate good working relationships with pupils and manage pupils' behaviour well. Teachers use a range of resources well and use support staff effectively to help individuals and groups of pupils. In the majority of lessons, teachers use effective questioning techniques that encourage pupils to think for themselves. However, work is not always sufficiently differentiated for all abilities and staff do not always challenge more able pupils well enough.

In most cases, pupils discuss learning objectives and success criteria at the start of each lesson and review them effectively to recognise progress in their learning. Staff provide constructive and detailed feedback to pupils through marking of written work, and this enables pupils to know how well they are doing and what they need to do to



improve. In many lessons, teachers use a variety of assessment for learning strategies well to support pupil progress.

Parents' evenings and written reports keep parents appropriately informed about their children's progress and they meet statutory requirements.

The school has recently adopted an appropriate system to track and analyse data on pupil performance. However, it does not yet use the outcomes of assessment robustly enough to differentiate for all abilities and challenge pupils appropriately.

### **Care, support and guidance: Good**

There is a good range of appropriate policies in place for promoting healthy living and pupils' wellbeing. Pupil involvement in their school and the wider community is encouraged. The school has achieved phase three of the Healthy School Award and its Healthy School Ambassadors are proud of its achievements. There are many opportunities for pupils to participate in a variety of useful activities at school and through its extra-curricular provision.

Staff monitor pupils' wellbeing appropriately and, in general, act quickly and sensitively in response to concerns. The school promotes a sense of helping others, and fosters friendship and respect. It is successful in developing pupils' spiritual, moral, social and cultural development. The school makes effective use of a wide range of specialist agencies to enhance the support and guidance it gives pupils.

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

The school uses assessment data well to identify pupils with additional learning needs promptly and uses intervention strategies effectively. As a result, the majority of pupils make good progress. Individual education plans are of good quality and are reviewed appropriately. The school provides parents with suitable opportunities to comment on pupil progress. However, the school does not routinely share individual education plans with parents.

### **Learning environment: Good**

The school has a calm and caring ethos. It offers a welcoming and supportive environment that includes all pupils equally. Pupils are encouraged to be considerate of each other and, in general, their self-esteem is nurtured successfully in a supportive environment. As a result, pupils have a good understanding of their responsibility to treat people with respect.

The school's site and building are well utilised for the needs of all pupils. A variety of display boards create a colourful and stimulating environment across the whole site. They provide useful information on the school's activities and celebrate pupils' achievements, experiences and work. The exterior learning areas are well developed. School pupils have been fully involved in the development of the outdoor playing area, which provides a very good range of activities. Toilet and changing

facilities are of a high standard and all areas of the school are clean and well maintained.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The school has a clear vision, which it has shared with teachers, pupils and parents. The headteacher and other leaders have high expectations and respond appropriately to instances of underperformance. The senior management team analyses data well to provide a sound basis for monitoring performance across the school. Weekly staff meetings include a focus on the school's priorities for development. This helps staff develop a shared understanding of their roles in relation to the school's strategies and their responsibilities for raising standards. All members of staff have up-to-date job descriptions and are fully aware of their roles and responsibilities. However, their responsibilities as subject co-ordinators have not yet been fully implemented.

Members of the governing body are actively involved with the school. They regularly visit classes and have observed lessons. This increases their understanding of the school's day-to-day activities and their first-hand knowledge of issues relevant to their responsibilities. The headteacher provides the governing body with an informative analysis of data and governors are increasingly aware of the issues arising from it. They have a reasonable understanding of how the school performs in comparison with similar schools. However, the governing body is not sufficiently involved with the school's self-evaluation and improvement planning arrangements.

The school implements the Foundation Phase effectively. It has established assessment for learning initiatives well and planning for the development of pupils' skills is developing appropriately.

### **Improving quality: Adequate**

The school has recently implemented revised arrangements for self-evaluation, which improve its ability to identify its strengths and those areas it needs to improve. It monitors aspects of provision such as teaching effectively and analyses data relating to performance well. However, it has not yet implemented the monitoring arrangements linked to the roles of curriculum leaders. This means that some aspects of the school's work are not monitored appropriately. Effective arrangements are in place to identify the views of pupils through the school council. The school also takes full account of comments and recommendations resulting from monitoring visits by local authority officers.

In general, the areas for improvement link appropriately to the school's development plan. However, these have not been prioritised appropriately. As a result, improvement plans include too many aspects, which the school cannot address effectively within the time-scale allocated to them.

Most teachers are involved in professional learning communities within and beyond the school. Most of these networks have contributed well to developing classroom

practice and, where relevant, contributed effectively to the development of leadership and management skills.

### **Partnership working: Good**

The school has effective links with the local authority's support services that have helped to improve pupils' learning and wellbeing. Partnership arrangements with the on-site nursery and the recently established "Ti a Fi" provision are developing well.

Transition arrangements with the local secondary school are effective. These include valuable opportunities for Year 6 pupils to visit the secondary school and to integrate with pupils from other, local schools during a day of outdoor activities. The school's links with other local schools have provided useful opportunities to collaborate on curriculum developments that have benefitted the school. Pupils benefit from regular contributions to collective worship by the local vicar.

The partnership with parents is generally good. The school benefits from a range of fund raising activities to which parents contribute well.

The school has good links with the local college and contributes regularly to the training and development of its students.

### **Resource management: Adequate**

Management of resources is generally sound. The deployment of teaching and support staff contributes effectively to the quality of teaching across the school. Teachers make generally good use of planning, preparation and assessment time and the school adheres to statutory requirements. Performance management procedures for teaching and support staff are effective. Objectives relate well to whole school priorities and individual development needs.

The school links its budget appropriately to priorities in the school development plan and monitors it well. The school has reduced its financial deficit effectively.

The school gives adequate value for money in terms of pupils' outcomes.

## Appendix 1

### Commentary on performance data

As 2012 was the first year for assessments of the Foundation Phase outcomes, there is no data available to compare trends over time.

In 2012, the proportion of pupils achieving the expected outcome (outcome 5+) for the Foundation Phase outcome Indicator was higher than the average for the family of schools and for Wales. This was also true for language, literacy and communication skills in Welsh, for mathematical development and for personal and social development, wellbeing and cultural diversity. However, for language, literacy and communication skills in English the proportion achieving the expected level was slightly lower than the average for the family and for Wales.

When compared to other, similar schools based on the percentage of pupils entitled to free school meals, the school was in the lower 50% of these schools for all the aspects of learning except for language, literacy and communication in Welsh where it was in the higher 50%.

The proportion of pupils achieving a higher than expected outcome (outcome 6+) was lower than the average for the family in language, literacy and communication in English, mathematical development and personal and social development, wellbeing and cultural diversity. When comparing its performance with that of similar schools on the basis of eligibility for free school meals, the pattern was similar.

In 2012, at key stage 2, the proportion of pupils achieving the expected level in the end of Year 6 teacher assessments for the core subject indicator was below the average for the family of schools and lower than the average for Wales. This pattern was also true for English, Welsh and mathematics. However, in science the proportion achieving the expected level was higher than both the average for the family and for Wales. When the proportion achieving the expected level for the core subject indicator is compared with proportions in other, similar schools based on eligibility for free school meals, the school was in the lowest 25% of such schools. This was also the case for English, Welsh and mathematics. For science, the school was in the lower 50% of similar schools.

Performance has generally improved in the core subject indicator and all core subjects over the last four years. However, performance over this time has generally placed the school in the lowest 25% of similar schools based on levels of eligibility to free school meals. Exceptions have been Welsh and science in 2010 and 2011, when the school was in the highest 25%.

The proportion of pupils achieving a higher than expected level at the end of key stage 2 in 2012 was lower than the average for the family and for Wales in all subjects. This has generally been true for the last four years.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

In all, 55 responses were received to the learner questionnaire. All pupils say that they felt safe in school. Nearly all the pupils note that the school teaches them how to keep healthy and that there are lots of opportunities to get regular exercise. Nearly all pupils also feel that they know whom to talk to if they were worried or upset and that the teachers and other adults in the school help them to learn and make progress. Most feel that the school dealt well with any bullying. A minority feel that other children behave well and that they can get their work done and a very few note that nearly all children do not behave well at playtime and lunchtime. Nearly all pupils feel that they are doing well at school. In general, the responses are slightly less positive than the average for other schools in Wales.

#### Responses to parent questionnaires

In all, 29 responses were received to the parent questionnaire. Nearly all parents note that their children are safe in school, that pupils behave well and that pupils are encouraged to be healthy and to take regular exercise. All parents believe that staff expect their children to work hard and do their best. Most parents say that their children like the school and that they make good progress. Most also say that teaching is good and that their children were helped to settle in well when they started at the school.

All parents say that the school helps their child to become more mature and take on responsibility. They also say that their child is well prepared to move on to the next school. A few parents note that they do not feel comfortable about approaching the school with questions, suggestions or a problem. A few also note that they do not understand the school's procedure for dealing with complaints.

Many parents say that there is a good range of activities including trips or visits. Many also say that their child receives appropriate additional support in relation to any particular individual needs. Many parents say that staff treat all children fairly and with respect. Most parents say that overall, they are satisfied with the school. However, half the parents say that they are not kept well informed about their child's progress. In general, the responses were less positive for many aspects than the average for schools in Wales.

## Appendix 3

### The inspection team

Iwan Roberts	Reporting Inspector
Anwen Griffith	Team Inspector
Glenda Jones	Lay Inspector
Rhian Williams	Peer Inspector
Bethan Bleddyn	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.



The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.