



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

**A report on**

**Ysgol Dyffryn Banw  
Llangadfan  
Welshpool  
Powys  
SY21 0NW**

**Date of inspection: September 2016**

**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.wales](mailto:publications@estyn.gov.wales)

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## Context

Ysgol Dyffryn Banw is situated in the village of Llangadfan and is maintained by Powys local authority. It serves the village and the surrounding rural area. It provides education for pupils between 4 and 11 years old.

Currently, there are 26 pupils on roll in two mixed age classes. Approximately 12% of pupils are eligible for free school meals, which is lower than the Welsh average (19%).

Approximately 14% of pupils come from homes in which Welsh is the main language. There are no pupils from ethnic minority backgrounds. The school has identified that approximately 24% of pupils have additional learning needs, which is slightly lower than the national average (25%).

The school was last inspected in January 2010. The headteacher has been in post since September 2014. The permanent headteacher is currently on maternity leave and, since September, the authority has ensured that another headteacher is in charge of the school.

The individual school budget per pupil for Ysgol Dyffryn Banw in 2016-2017 is £5,561. The maximum per pupil in primary schools in Powys is £5,561 and the minimum is £2,960. Ysgol Dyffryn Banw is in 1<sup>st</sup> place of the 83 primary schools in Powys in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Most pupils make good progress during their time at the school
- Most pupils make very good progress in their ability to communicate through the medium of Welsh
- Nearly all pupils across the school show a good level of motivation and perseverance in their work
- Nearly all pupils are very well-behaved
- An ethos of respect, responsibility and care is a strong element of school life
- The quality of teaching is robust
- It has purposeful procedures for assessing and tracking pupils' progress

### Prospects for improvement

The school's prospects for improvement are good because:

- Leaders have a clear vision that focuses well on raising standards and ensuring pupils' wellbeing
- Thorough management procedures and close co-operation between staff contribute effectively to ensuring continuous improvement
- The school governors have a sound understanding of its strengths and areas for improvement
- It has effective self-evaluation procedures
- There is a clear link between the findings of the self-evaluation process and priorities in the school improvement plan
- There is a good range of partnerships that have a positive effect on raising standards and supporting pupils' wellbeing

## Recommendations

- R1 Provide more opportunities for pupils to apply their numeracy skills regularly across the curriculum
- R2 Ensure that pupils are more aware of what they need to do to improve their own work
- R3 Create more opportunities for staff to develop their professional skills by working with other schools within formal professional learning communities

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

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

Good

#### Standards: Good

Most pupils start school with skills that are appropriate for those that are expected for their age.

Considering their starting point, most pupils make good progress in their learning. In the Foundation Phase and in key stage 2, most pupils listen carefully and speak clearly and confidently. Most pupils make very good progress in their ability to communicate in Welsh, and use a wide range of vocabulary when speaking and discussing their work.

Most pupils develop to become confident readers in the Foundation Phase. The youngest pupils recognise letters and sounds correctly and, by the end of the stage, most pupils read with accuracy and fluency. In key stage 2, most pupils read meaningfully and with effective expression in both languages. Many are able to discuss their favourite books and authors successfully and they read regularly and widely in terms of topics. Most older pupils develop higher order reading skills effectively.

In the Foundation Phase, most pupils write well for a range of purposes. They are able to write a sequence of sentences with good accuracy. In key stage 2, most pupils are able to write effectively in a range of forms in both languages. The standard of extended writing is very good, particularly in Welsh. Nearly all pupils present their work very neatly and the standard of spelling is good in both languages. Most pupils write purposefully in other subjects across the curriculum.

In the Foundation Phase, most pupils use their number and measuring skills with increasing accuracy. By the end of the stage, most pupils solve problems relating to numbers, money and measurements successfully. Most pupils read analogue and digital clocks correctly. A majority use standard units skilfully to measure length and capacity, and present their work neatly.

In key stage 2, most pupils identify and describe number patterns and use simple formulae correctly. Most pupils add and subtract decimals up to two places and check their results to consider whether they are sensible. A majority use co-ordinates in the four quadrants successfully. They measure and draw angles to the closest degree correctly. However, in both key stages, pupils do not use their numeracy skills consistently across other areas of the curriculum.

In both key stages, pupils use a wide range of information and communication technology (ICT) to support their learning very effectively. In the Foundation Phase, most are able to use word processing programs, data-handling packages and simulations successfully. In key stage 2, most pupils use a wide range of ICT programs for different purposes across the curriculum. Most are able to use data-handling programs effectively to create graphs. Nearly all pupils in Years 5 and

6 are able to use formulae within a data programme, and are able to produce line graphs effectively to show the findings of investigations. Nearly all pupils at the top of the school are able to using coding programs very effectively to control and move objects on a screen by using simple codes.

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care, because the small number of pupils in year groups can affect the school's performance year on year.

Over the last four years, in comparison with levels in similar schools at the expected outcome, pupils' performance in the Foundation Phase is generally above average in literacy and mathematical development. Performance is more variable at the higher outcome.

During the same period, in comparison with levels in similar schools at the end of key stage 2, pupils' performance at the expected level and the higher level in Welsh, English, mathematics and science, is above average, in general.

There is no clear pattern of difference in the achievement of pupils who are eligible for free school meals in comparison with their peers. Pupils who receive support for additional learning needs make good and consistent progress.

### **Wellbeing: Good**

Nearly all pupils enjoy school life and feel safe there. Nearly all pupils are aware of the importance of eating, drinking and living healthily and enjoy a range of physical activities.

Nearly all pupils are very well-behaved on the playground and in lessons. Pupils are caring and treat each other with respect. Nearly all pupils across the school show a good level of motivation and perseverance in their work. They stay on task diligently and work well together. The school's older pupils contribute purposefully to the direction of their learning by planning specific aspects within their themes.

The school council and eco council play an effective part in the school's decisions. Members are very enthusiastic and active, and deliver a number of activities that have a positive effect on the school; for example, they have given input to the new homework policy and producing the school's new vision. Many pupils are keen to shoulder responsibilities and the 'buddies' role has become well-embedded.

Pupils develop their social skills effectively by arranging fundraising activities to support a number of charities and good causes in the community, and this has a positive effect on their awareness of other people's needs.

Attendance over the last two years has placed the school among the top 25% in comparison with similar schools. This is a strong feature. Nearly all pupils arrive at school punctually.

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

The school provides varied and balanced learning experiences that meet nearly all the requirements of the National Curriculum, the Foundation Phase, the Literacy and Numeracy Framework and religious education. Teachers plan a range of learning experiences that engage most pupils' interest. Topics and activities build successfully on pupils' previous experiences and ensure suitable development and continuity.

Provision for literacy has been planned very effectively and this ensures that pupils make good progress in their literacy skills across the school. ICT skills are developed effectively across different aspects of the curriculum. However, pupils are not given regular opportunities to use their numeracy skills enough across other subjects.

Extra-curricular activities and educational visits, for example to the National Library and Llanrhaeadr-ym-Mochnant Church, support learning well and extend pupils' social and communication skills successfully.

Provision to promote and develop the Welsh language in the school is robust. There are beneficial opportunities to expand pupils' knowledge of Welsh history and culture. These include studying Welsh authors and artists and contributing to different local celebrations and Eisteddfodau, such as Eisteddfod y Foel.

The school promotes sustainable development effectively through the curriculum, the eco council and specific activities, such as gardening. Provision to promote pupils' understanding of global citizenship is successful; for example, pupils contribute well to charities, and their understanding of different cultures, such as the country of Malawi, is developing appropriately.

**Teaching: Good**

Teachers have high expectations for all pupils and they prepare interesting activities that respond effectively to a wide range of abilities within the classes. Presentations are lively and questioning methods are probing in order to help pupils to improve their participation and progress in lessons. Teachers have sound subject knowledge and they establish a positive working relationship with pupils. All adults provide good language models.

A particular feature of teaching is the very successful co-operation between the teachers and support staff, which creates a positive environment for learning. Most lessons have a good pace and teachers ensure that pupils stay on task for extended periods.

The school has purposeful procedures to assess and track pupils' progress. Information is used suitably to offer additional support to assist with the needs of specific pupils. Teachers share lessons' learning objectives well with pupils and offer effective oral feedback. However, written feedback does not always identify clearly



enough what pupils need to do to improve their work. Assessment for learning and peer assessment are developing well. Procedures to level and moderate pupils' work are effective and ensure that teachers' assessments are robust and correct.

Parents receive beneficial information and reports on their children's achievements and development. Reports comply fully with requirements.

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

An ethos of respect, responsibility and care is a strong element of school life and this has a positive effect on pupils' standards and wellbeing. The school provides a variety of opportunities for pupils to develop their spiritual, moral, social and cultural attitudes through school assemblies and activities in the community. The school has appropriate procedures to promote eating and drinking healthily and to ensure that pupils understand how to keep fit.

Procedures to maintain and improve attendance and punctuality are very successful. The school has close and effective links with specialist agencies, such as welfare services, the police and the school nurse to support pupils' wellbeing.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is effective. Teachers recognise and identify any additional learning needs at an early stage, provide appropriate support and monitor pupils' progress regularly. Staff ensure that individual education plans are thorough, reviewed regularly and include the views of parents. The school succeeds in ensuring that pupils who receive support make good progress against their targets.

### **Learning environment: Good**

The school is a familial community that encourages respect and a strong sense of care, inclusivity and belonging. Members of staff place pupils' achievement and wellbeing at the heart of their work and ensure that all pupils have equal access to all activities. A firm emphasis is placed on promoting equality and ensuring that pupils are free from harassment.

The school is situated in a pleasant location and suitable use is made of the site. The building and grounds are well-maintained. The school field, garden and the Foundation Phase's outdoor area offer purposeful opportunities for pupils to use their learning skills, to keep healthy and learn more about nature. The hall is a valuable resource that is used effectively to conduct physical education lessons and community activities.

The school has plenty of good quality resources, including new computers, to support pupils' learning effectively. Colourful displays in the classrooms and on the corridors celebrate pupils' achievements very successfully.

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

Leaders have a clear vision that focuses well on raising standards and ensuring pupils' wellbeing. Staff, governors and parents share this vision, and the school's current pupils have contributed to its creation. Thorough management procedures and close co-operation between the staff contribute successfully to ensuring continuous improvement. Arrangements for transferring leadership responsibilities during the headteacher's absence are effective.

Leaders succeed in fostering high expectations among staff and pupils. As a result, all stakeholders work well together to create a very happy school community. Regular staff meetings focus well on pupils' outcomes and priorities in the school improvement plan. The staff's current job descriptions reflect their roles and responsibilities clearly.

The school responds well to national and local priorities, for example by planning carefully to develop pupils' literacy and ICT skills.

Governors are very supportive and know the school and its community well. They have a sound understanding of the school's strengths and areas for improvement. Nearly all members of the governing body visit the school regularly and contribute towards evaluating the school's work effectively. The role of the governors as critical friends is robustly good.

### **Improving quality: Good**

The school has effective self-evaluation procedures. Leaders, teachers and governors contribute well to the process by analysing data, scrutinising pupils' work and observing lessons. As a result, they have a sound understanding of strengths and areas for improvement. The school also gathers comments from parents and pupils and responds appropriately to them; for example, it has adapted the homework arrangements and planned carefully to ensure that parents understand the anti-bullying policy.

The self-evaluation report is rigorous and provides an honest picture of the school's strengths and areas for development. There is a clear link between the findings of the self-evaluation process and priorities in the school improvement plan. The development plan is comprehensive and includes suitable quantitative targets, costs and appropriate actions, and identifies the teachers who are responsible for them. Staff and governors have clear and definite roles in the process of implementing and monitoring aspects of the plan.

The school has made good progress in addressing the priorities in the previous improvement plan; for example, the school has improved provision for ICT, and good use is made of the equipment to enrich pupils' learning experiences and develop their skills. As a result, pupils' ICT skills are now robustly good.

### **Partnership working: Good**

The school has a good range of valuable and supportive partnerships that have a positive effect on raising standards and supporting pupils' wellbeing. Parents are very supportive of the school's life and work. Teachers inform them effectively about curricular issues, and this enables them to support their children's learning successfully. The school's friends association raises significant amounts of money annually to ensure that the school has a good supply of resources to support and enrich pupils' learning experiences.

There is also a robust partnership with the local community. Visits to the community and use of local individuals make a significant contribution to pupils' experiences; for example, pupils make good use of the local chapel and church in their history and religious education lessons. The community is invited into the school regularly to attend concerts, Eisteddfodau and thanksgiving services.

The effective co-operation with the local playgroup ensures that pupils settle easily in the school's reception class. Suitable arrangements are in place for pupils to transfer to the secondary school, which prepares them well for the next step in their education.

The school co-operates appropriately with other schools in the local cluster to moderate the levels of pupils' work and standardise assessments. This ensures that levels are correct and consistent.

### **Resource management: Good**

The school has enough teaching staff with suitable qualifications and experience to deliver the curriculum successfully. Support staff are an asset to the school and offer valuable support to pupils and teachers. Leaders make good use of staff expertise to raise standards. A good example of this is the effective arrangements that exist to develop pupils' ICT skills.

There is a close link between staff's professional development, the school development plan and the school's performance management system. Teachers make effective use of their planning, preparation and assessment time, and arrangements for this are managed well. Staff attend training sessions regularly, but there are few opportunities for them to develop their professional skills by working with other schools within formal professional learning communities.

The headteacher and governors manage the school's funds well. Through careful planning, the surplus in the school's funds has decreased over the last three years. The current business plan includes suitable strategies to ensure that the decrease in funding over the next three years will not have a negative effect on the school.

This is the first year that the school has received the Pupil Deprivation Grant. The plan for using the grant focuses appropriately on improving social aspects and raising the standards of particular groups of pupils.

Considering pupils' standards of achievement and the quality of provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data

### 6662004 - YSGOL DYFFRYN BANW

Number of pupils on roll	33
Pupils eligible for free school meals (FSM) - 3 year average	9.5
FSM band	2 (8%<FSM<=16%)

#### Key stage 2

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	4	7	2	8
<b>Achieving the core subject indicator (CSI) (%)</b>	100.0	100.0	100.0	87.5
Benchmark quartile	1	1	1	4
<b>English</b>				
Number of pupils in cohort	4	7	2	8
Achieving level 4+ (%)	100.0	100.0	100.0	87.5
Benchmark quartile	1	1	1	4
Achieving level 5+ (%)	100.0	57.1	100.0	50.0
Benchmark quartile	1	1	1	2
<b>Welsh first language</b>				
Number of pupils in cohort	4	7	2	8
Achieving level 4+ (%)	100.0	100.0	100.0	87.5
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	75.0	57.1	100.0	50.0
Benchmark quartile	1	1	1	1
<b>Mathematics</b>				
Number of pupils in cohort	4	7	2	8
Achieving level 4+ (%)	100.0	100.0	100.0	87.5
Benchmark quartile	1	1	1	4
Achieving level 5+ (%)	75.0	71.4	50.0	25.0
Benchmark quartile	1	1	2	4
<b>Science</b>				
Number of pupils in cohort	4	7	2	8
Achieving level 4+ (%)	100.0	100.0	100.0	87.5
Benchmark quartile	1	1	1	4
Achieving level 5+ (%)	75.0	71.4	100.0	50.0
Benchmark quartile	1	1	1	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	17	17 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	17	16 94%	1 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	17	17 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	17	17 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	17	17 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	17	17 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	17	17 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	17	17 100%	0 0%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	17	8 47%	9 53%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	17	17 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	17	16 94%	1 6%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	17	14 82%	3 18%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

### Appendix 3

#### The inspection team

David Gareth Evans	Reporting Inspector
Rhian Jones	Team Inspector
Meleri Cray	Lay Inspector
Illtud Ceredig James	Peer Inspector
Jane Peate	Nominee

## Copies of the report

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

### 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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.