



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

A report on

**Ysgol Dihewyd
Dihewyd
Lampeter
Ceredigion
SA48 7PN**

Date of inspection: November 2018

by

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

About Ysgol Dihewyd

Ysgol Dihewyd is situated in the village of Dihewyd, near Lampeter in Ceredigion local authority. There are 29 pupils between 4 and 11 years old on roll. Welsh is the main medium of the school's life and work.

Over a three-year period, around 6% of pupils have been eligible for free school meals. This is significantly lower than the national percentage of 18%. Around 39% of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds.

The school has identified 17% of pupils as having additional learning needs, which is lower than the national percentage of 21%. No pupils have a statement of special educational needs.

The headteacher was appointed to the post in September 2011. He is responsible for another nearby school and divides his time between the two schools. Ysgol Dihewyd was last inspected in January 2014.

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

During their time at the school, most pupils acquire Welsh communication skills effectively and achieve well orally. Many make sound progress in their reading and writing, considering their starting points. Most pupils' English skills in key stage 2 reflect their maturity, as they discuss, read and present written work confidently. A few pupils show their true abilities successfully when writing at length in Welsh and English.

Most pupils develop purposeful numeracy skills and use them well in daily activities, such as spending money and telling the time. Their information and communication technology (ICT) skills are sound, particularly by the end of their time at the school.

Teachers and the assistant take care for their pupils sensibly and conscientiously. As a result, pupils feel safe at the school. They take pride in their school and feel that the school is an important part of their community. They are also caring towards each other and respect their peers and adults.

The headteacher has a sound knowledge of the school's needs. He works very closely with the assistant headteacher and knowledgeable and dedicated governors. As a result, they know the school's strengths well and focus on improving areas for development thoroughly, through useful quality improvement procedures.

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

Recommendations

- R1 Ensure that all pupils achieve to the best of their ability, particularly when writing at length
- R2 Improve a few pupils' listening skills
- R3 Ensure that teachers' teaching sets an appropriate challenge for all pupils
- R4 Ensure that the new leadership team acts promptly to target improvements to provision and pupils' achievements

What happens next

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

Main findings

Standards: Good

On entry to the school, many pupils' Welsh communication skills are lower than the standard that is expected for their age. During their time at the school, most acquire effective Welsh communication skills to make good progress. Pupils with additional learning needs achieve soundly against their personal targets.

Most pupils achieve successfully in developing their oral skills. They are confident orally in Welsh and explain their work sensibly, such as describing Kandinsky's centric circles. Most pupils in key stage 2 have mature oral English skills, for example as they discuss the horrors of the ditches in the First World War and the diary of a soldier talking about his experiences there.

Many pupils listen attentively to adults and peers, which makes an important contribution to their learning. For example, many in the foundation phase listen sensibly to instructions to experiment with objects that sink or float in the water. However, a few pupils across the school do not use their listening skills effectively enough and, as a result, they lose focus during tasks, which hinders their learning.

Many pupils develop sound reading skills and build unfamiliar words correctly, by using useful phonic strategies. In the foundation phase, many read various texts in Welsh intelligently. They discuss the content of their books sensibly, such as explaining that an elf caravan is an imaginary concept. Many in key stage 2 read meaningfully and enunciate clearly in both languages. They differentiate well between fictional and factual books and identify the qualities of characters correctly, such as explaining that some characters, such as an unusual grandmother, are the complete opposite of how they would be expected. As a result, they practice their higher order reading skills to broaden their knowledge and understanding, from different sources, effectively.

Many write purposefully for different purposes in a range of contexts. In the foundation phase, a majority write interesting pieces, such as acrostic poems about the life of the poet, Hedd Wyn, and letters to the local authority about recycling issues. In key stage 2, many write successfully in both languages for a wide range of purposes. For example, they describe meaningfully the lives of emigrants from the Aeron Valley to Ohio 200 years ago, and consider the purpose of parts of the body appropriately. However, pupils' extended writing does not reflect their true abilities, and they do not achieve to the best of their ability regularly.

Most pupils achieve well in numeracy. They apply their previous knowledge to new situations across the curriculum successfully. A good example is the way in which pupils in the foundation phase use coins to buy milk from the role-play shop. They also compare the temperature in Dihewyd and Builth Wells, before they travel from the village to the Winter Fair. As a result, they create an effective database and show their findings purposefully in the form of a graph.

Most pupils in key stage 2 have a sound understanding of how to use data with increasing accuracy and present it in various forms. Many older pupils understand

that different graphs need to be used to convey scientific information effectively. For example, they create a line graph on rainfall during the months of the year in mid-Wales. They also create electronic presentations to outline their strategies to make profit when selling goods in their Christmas fair. As a result, most pupils in key stage 2 apply their extended numeracy skills purposefully.

Many pupils in the foundation phase use ICT equipment successfully. They use electronic tablets to gather information about right angles effectively, and animate intelligently to create a Christmas scene. Many pupils in key stage 2 show sound ICT skills, and apply their skills well to select the most suitable methods to present their work. For example, they create comprehensive databases to record the physical features of class members, such as their shoe size and eye colour. They also interrogate and organise information confidently to discover specific patterns to justify their understanding. Most use safe passwords purposefully to login into learning websites to complete their work in the classroom and at home.

Wellbeing and attitudes to learning: Good

Nearly all pupils convey loyal feelings about their school. They listen to the views of others sensibly, respond maturely to each other and express their opinions clearly. Nearly all pupils state enthusiastically that they are safe and know with whom to talk if anything is worrying them. Most are caring towards each other, sympathise with their peers' concerns intelligently and behave well. For example, they use part of the outdoor area to respond to pupils' sadness and concerns on the playground. As a result, they are happy to discuss any concerns with members of staff and are confident that adults listen to them.

Older pupils receive guidance on how to support younger pupils, and implement this conscientiously. This is good practice and contributes effectively towards nearly all pupils' sensible behaviour. As a result, most pupils have a clear understanding of the importance of treating everyone with respect and courtesy. For example, older pupils take care of younger pupils as 'buddies' during swimming sessions.

Nearly all pupils understand the importance of eating and drinking healthily, and take part in exercise activities regularly, such as playground games and rugby sessions. They understand the dangers that may arise in their day-to-day lives and know what steps to take if they need to reduce risk. This includes wearing a seat belt in the car and avoiding fire and explosions on bonfire night. Nearly all pupils also understand the importance of online safety, in line with their age, and outline the issues that may arise as a result of irresponsible use of the internet.

Most pupils contribute beneficially to their learning. They suggest ideas to be included in the termly themes and understand that their voices are important to improve their learning. As a result, they broaden their knowledge and understanding well, such as taking advantage of opportunities to watch a drama on the Eisteddfod of the Black Chair in 1917.

Most pupils are tolerant and sensitive to the needs and aspirations of other pupils, who are similar to or different from them. As a result, most have a sound awareness of fairness and the importance of equal opportunities. For example, they have a sound understanding of the importance of compassion and that health condition can have a significant effect on quality of life. Most pupils are also knowledgeable about

the features of other countries and cultures. They show a good awareness of the particular features of foreign countries. For example, they discuss the Welsh culture in Patagonia, following the journey of the Mimosa, effectively and understand relevant details about other religions, such as Hinduism.

Most pupils are conscientious and take their responsibilities seriously. For example, members of the school council undertake their responsibilities well. As a result, they have a sound understanding of their leadership roles within the school. They take great pride in their roles, as they have been chosen by being elected by their peers. They also understand the importance of their role and explain their decisions on behalf of others clearly and logically. For example, they suggest their ideas intelligently when applying for sponsorship from local businesses for a new football kit.

Teaching and learning experiences: Good

The school provides a broad and balanced curriculum that engages many pupils' needs effectively. Teachers provide a wide variety of stimulating experiences, including valuable visits, such as numeracy activities with the National Trust. They plan interesting themes that promote learning and add to pupils' knowledge and understanding successfully. They consider pupils' views when planning engaging lessons, which include the pupil's voice occasionally. As a result, teachers adapt planning to follow pupils' paths, particularly in the foundation phase.

Staff have a sound awareness of the principles of the foundation phase and provide varied activities, such as building an igloo and creating sculptures of snowmen out of clay. As a result, they provide regular opportunities to develop pupils' literacy, numeracy and ICT skills across the areas of learning successfully. The outdoor area is also used effectively to develop independent learners as they cook in the mud kitchen.

In key stage 2, the school provides broad opportunities for pupils to develop their literacy, numeracy and ICT skills in a variety of effective contexts. For example, they provide opportunities to create, organise and analyse a database about the features of pupils in the class. However, there are not enough purposeful opportunities for pupils to develop extended writing skills across the curriculum in both key stages.

There is a supportive working relationship across the school. Teachers and the assistant work together successfully, which supports learning well, by providing purposeful interventions when necessary. They model effective principles and attitudes, which nurture courtesy, respect and a pleasant learning environment. Classroom arrangements are sound, and teachers manage nearly all pupils' behaviour effectively. As a result, there is a caring and diligent relationship between teachers and pupils across the school.

Planning for individual lessons is rigorous and tailors activities to meet most pupils' needs. As a result, many pupils make good progress in their skills during lessons. Teachers share learning objectives and success criteria appropriately with pupils. This ensures that pupils understand success criteria and are beginning to assess their own work and that of others. However, there is too much emphasis on administering records in relation to success criteria. This limits the opportunities for pupils to begin their learning promptly.

The school provides a varied range of valuable learning experiences that meet pupils' needs well. The school enriches learning experiences by inviting visitors to the school, such as a road show performance to learn about life during the First World War. It provides educational visits to different places in the local area as a prompt for theme work effectively. For example, they visit a local wool museum to learn about clothes during the wars, and to develop science skills with a university in west Wales.

Across the school, teachers use appropriate teaching strategies, which are beginning to have a sound effect on many pupils' standards. However, at times, teachers do not challenge pupils to work to the best of their ability, particularly those who are most able. Assessment for learning strategies are used occasionally as part of teaching and learning. Although assessment for learning strategies exist, they do not have an effect on pupils' standards in both key stages effectively enough. Teachers model polished language and encourage pupils to use the Welsh language regularly. This is a strong feature of their work. As a result, many older pupils have effective translanguaging skills and develop as confident bilingual learners.

Care, support and guidance: Good

The school is a caring community. Respecting the pupil's voice and wellbeing is at the heart of the school's work and ethos, which encourages confident and loyal pupils. The familial atmosphere promotes respect and courtesy among pupils across the school. As a result, they take delight in their daily activities and the healthy partnership with the wider community. All staff concentrate on effective co-operation to provide valuable experiences for all pupils.

Arrangements for tracking pupils' educational progress have been refined recently. They are detailed and rigorous. Good use is made of assessment results to provide pupils with purposeful support, including those with additional learning needs. As a result, many make sound progress from their starting points. However, teachers do not always use tracking information to prepare challenging enough activities for the most able pupils in order to challenge them effectively.

The school promotes pupils' spiritual, moral and social development successfully through regular collective worship and opportunities for pupils to reflect quietly. Circle time sessions provide valuable opportunities for pupils to discuss important issues, including human rights, fairness, compassion and justice.

Provision for pupils with additional learning needs is rigorous. Their needs are identified at an early stage. Their 'one page profiles' are planned carefully and reviewed thoroughly in consultation with pupils and their parents. A strength of this process is the pupil's voice, which is at the heart of the profile. The school works well with external agencies, such as educational psychologists, language units and speech and language therapists. As a result, they ensure that all pupils with needs receive the necessary support to make progress against their individual learning steps.

There is a valuable and successful relationship between the school and parents. There is an opportunity for parents to play a key part in school life and support pupils' education effectively. They have a strong sense of belonging to a caring community,

which derives from the school's willingness to operate an open-door policy at all times. As a result, communication between the school and the community is successful. For example, parents play an active part in school life by providing support to pupils during reading activities and an enterprise project for the Christmas Fair.

The school has good arrangements for promoting eating healthily and keeping fit. For example, pupils grow fruit and vegetables to sell to the community, which develops their business skills effectively. It provides weekly sports lessons, occasional extra-curricular activities and swimming lessons, which have a beneficial effect on pupils' understanding of how to maintain a healthy lifestyle. Pupils are given purposeful equal opportunities to develop their educational, physical and creative skills. Opportunities include personal education lessons to discuss the dangers of substance misuse and how to stay safe online. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Teachers provide valuable opportunities for pupils to contribute to the school's life and work, the local community and the wider world. For example, they take part in services, eisteddfodau, sports competitions and charitable activities. The school promotes Welsh culture and heritage very effectively. For example, educational visits to museums and theatres in Ceredigion raise pupils' awareness of their local area and culture successfully. The school invites visitors to the school purposefully to conduct workshops and projects to promote Welsh music and plays. As a result, pupils are given valuable opportunities to perform and learn about their heritage.

Leadership and management: Good

The headteacher encourages a happy and familial atmosphere and has established a sensible vision for the school, which is based on robust care and wellbeing. His philosophy also focuses on improving important areas for development, such as improving the pupil's voice. When the headteacher is at the other school in his care, the school is managed suitably by an assistant headteacher, who is new to the role. As a result, leaders have established appropriate management procedures in a short period of time, which allocates clear responsibilities for all staff.

There are thorough and up-to-date self-evaluation procedures in place. Leaders meet weekly to organise useful quality improvement procedures. They focus mainly on self-evaluating provision in order to improve pupils' outcomes, such as their higher order reading skills in key stage 2. As a result, they identify strengths and areas for improvement efficiently, by following an annual monitoring timetable. Therefore, self-evaluation procedures build a reliable and accurate picture of the school.

Priorities in the development plan are based directly on findings from the self-evaluation procedures. They focus firmly on maintaining and improving pupils' standards, although progress against priorities are slow, such as improving pupils' writing. Leaders now distribute responsibilities to meet the priorities in the development plan effectively. However, the new leadership team has not acted promptly on some targets to improve provision and pupils' achievements.

Governors have a strong and sound knowledge of the school's performance. They have a deep understanding of the school's aims and fulfil their statutory responsibilities conscientiously. They ensure that the school is staffed appropriately, which includes an assistant to support pupils in the classroom. They challenge effectively as critical friends and hold the school to account for its performance in detail. They visit classes regularly, scrutinise work purposefully and hold meetings with leaders regularly. As a result, they measure the effect of leadership on provision and pupils' standards purposefully.

Leaders address local and national priorities effectively. For example, they are beginning to prepare for the new curriculum by using 'challenge' books to develop pupils' problem-solving skills and independence. The strong focus on developing the Welsh language charter also has a positive effect on pupils' use of the Welsh language in formal situations in the classroom, and informally during sports and playground games.

Effective procedures to develop teachers link directly with performance management procedures. They have a positive effect on their skills. For example, they improve their expertise well through training on how to improve pupils' reading and ICT skills. As a result, they share their expertise with their colleagues regularly and ensure that training has a positive effect on pupils' outcomes.

Leaders make purposeful use of the staff and accommodation. The school grounds, the local community and the wider area are used effectively. Resources in the outdoor area enrich pupils' experiences successfully, and visits to the woollen mill and the national library develop pupils' skills further.

Leaders ensure that the budget and additional grants to develop provision and improve standards are used efficiently. A successful example of this is funding learning experiences off the school site, which enrich pupils' learning, such as visits to theatres in cities in south Wales. The school and governors monitor funding well and ensure that it has an effect on provision and pupils' standards. Expenditure links purposefully with priorities in the school development plan.

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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