



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

A report on

**Ysgol Dyffryn Cledlyn
Drefach Llanybydder
Ceredigion
SA40 9SX**

Date of inspection: March 2019

by

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

About Ysgol Dyffryn Cledlyn

Ysgol Dyffryn Cledlyn is situated in the village of Drefach near Llanybydder, and is maintained by Ceredigion local authority. There are 122 pupils between 3 and 11 years old on roll, including 20 nursery age pupils. Pupils are divided between 5 mixed age classes, including 1 nursery class. Welsh is the main medium of the school's life and work.

Around 5% of pupils are eligible for free school meals. This is much lower than the national percentage of 18%. Many pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified 21% of its pupils as having additional learning needs, but very few have a statement of special educational needs. The percentage with additional learning needs is equal to the national percentage of 21%.

Ysgol Dyffryn Cledlyn opened in September 2017 as a result of a merger between three local schools, namely Cwrtnewydd, Llanwnnen and Llanwenog. The headteacher was appointed in April 2014 and was responsible for the three schools before they merged to create one school in 2017.

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, in addition to staff, pupils, governors and members of the local communities work together extremely effectively to create a successful school. This has led to creating a happy and inclusive community school with a clear focus on promoting excellent standards in terms of pupils' wellbeing and achievement. A strong feature of provision is the way in which the pupil's voice is included fully when making decisions about developing the school. As a result, nearly all pupils have strong attitudes to learning and show pride in their new school.

The quality of teaching and learning experiences is of a very high standard. A strong feature of the school's provision is the way in which teachers ensure highly effective opportunities for pupils to apply their skills wholly naturally and purposefully across the curriculum. This has a very positive effect on their literacy skills and information and communication technology (ICT) skills, in addition to their creative and problem-solving skills. Provision in terms of developing oracy and writing skills is also excellent, which contributes particularly well to the high standards in terms of most pupils' achievement.

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

Recommendations

R1 Ensure beneficial opportunities for pupils to develop their understanding of the wider world

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to leadership and developing pupils' oral and writing skills, to be disseminated on Estyn's website.

Main findings

Standards: Excellent

On entry to the school, many pupils have skills that at least correspond with that expected for their age. During their time at the school, nearly all pupils make very strong progress from their starting points, including those with additional learning needs. They apply their thinking and problem-solving skills successfully across a range of learning areas.

Most pupils' standards of oracy are particularly good across the school. They discuss confidently and use extensive vocabulary effectively. Many pupils in the foundation phase speak naturally with their friends when working, and ask questions confidently. For example, Year 1 and 2 pupils speak naturally when forecasting the weather in different parts of Wales. Most pupils in key stage 2 speak correctly, and use extensive vocabulary of a high standard. They use rich vocabulary naturally and very successfully when discussing their written work. The oldest pupils work extremely maturely in pairs and small groups when discussing extensive and creative vocabulary.

Most pupils read very well across the school. The youngest pupils learn how to read quickly through a rich range of activities. They recognise letters and sounds from an early age and recognise new words quickly. The most able pupils in Year 2 have very effective strategies for building words with more than one syllable. They pay attention to punctuation successfully and adapt their tone of voice naturally to create effect when reading aloud. Most pupils in key stage 2 are highly confident and mature readers. They discuss their favourite authors and explain their preference for different genres. They are able to refer to elements that appeal to them in different genres and express an appreciation of the styles of different authors. They scan very confidently in order to gather information, for example when researching the history of the flooding of Tryweryn.

Most pupils' writing skills are extremely strong across the school. Pupils in the reception class begin to write at an early stage and create simple pieces independently. For example, when writing the story of the 'Draenog bach caredig' (Kind little hedgehog), the most able pupils create imaginative pieces effectively, use punctuation and spell familiar and more challenging words correctly. One of the notable strengths in key stage 2 is the way in which most pupils write to a very high standard for different purposes in a wide range of contexts. A notable example is the creative story by Year 3 and 4 pupils based on a toy. Stories are imaginative and extremely interesting to read. They use a range of effective adjectives and similes, for example 'yn sydyn tarodd rhywbeth lygaid Lleucu. Roedd ganddi wallt du sgleiniog fel y fagddu a llygaid gwyrdd drygionus fel dwy seren yn ei phen' (suddenly, something caught Lleucu's eye. She had shiny jet black hair and mischievous green eyes like two stars in her head).

Most pupils' numeracy skills are very robust across the school. They are able to use their number skills and recall number facts quickly to solve problems successfully. They apply their previous learning confidently in new situations across the curriculum. In the foundation phase, most pupils solve number problems

successfully across the areas of learning, for example by using their knowledge of money to calculate the total of items when shopping in the 'Ski Shop'. A notable example in key stage 2 is the way in which most pupils in Years 5 and 6 recall number facts confidently and apply their skills to solve problems based on creating a new league for Welsh rugby.

Nearly all pupils' information and communication technology (ICT) skills are developing very effectively across the school. Soon after they start at the school, most pupils show good skills when using ICT equipment to support their learning. For example, they control a programmable toy with support and use the computer to write sentences to describe the hedgehog in the story 'Un Noson Oer'. By the end of the foundation phase, most develop a range of skills very successfully to present information in a variety of different ways, such as organising data into the form of a graph to show the temperature in towns and cities across Wales. In key stage 2, nearly all pupils build on their skills with increasing confidence and use them to a very high standard in areas across the curriculum. Most use spreadsheets and formulae to organise data effectively, for example to record the total cost of travelling to particular places across Wales. They create a database confidently to record information, for example when recording the height of the tallest buildings in the world. Most are able to apply their skills very successfully to create presentations on a range of themes, for example to write a script and create a film about online safety as part of their project with schools in the cluster. This contributes well towards ensuring that nearly all pupils have a broad and sound understanding of how to stay safe on the internet.

Most pupils use a range of thinking strategies skilfully to support their work and solve problems across the curriculum. Their creative skills are also developing very effectively across the school as they take part in a large number of very beneficial activities.

Wellbeing and attitudes to learning: Excellent

The pupil's voice is at the very heart of all of the school's activities. Nearly all pupils have played a key part in establishing the school's identity and ethos. They have designed the logo, decided on the school's colours, the names of the classes and the school motto. The gardens and attractive mural that have been created jointly by pupils, a poet and a local artist have led to an obvious sense of pride, ownership and unity among the pupils. The pupil's voice is extremely strong in the classroom as pupils plan different themes and in numerous councils.

All Year 6 pupils play a prominent role on the school's different committees and gain confidence and strong communication skills. Older pupils now lead on important aspects of the school's work by expressing an opinion about procedures that are relevant to them and by leading fitness workshops, clubs and caring for the younger pupils. The wide variety of school councils have a very positive effect on the school's life and work. They share their priorities very effectively with stakeholders; for example, the eco council has created a video to promote pupils' understanding of the importance of generating renewable energy and re-using rainwater in the toilets.

Nearly all pupils have a very sound understanding of the importance of drinking water, eating healthily and taking part in physical activities. This is reinforced effectively through a wide range of physical activities, the activities of the healthy

schools council and whole-school themes. A notable example is the work of the sports ambassadors, who run the 'Fit in 5' club across the school. They promote fitness and encourage pupils to keep fit through different fun activities. Most pupils contribute to a number of successful projects, which has a very positive effect on the wellbeing of their fellow pupils. A good example is the work to establish an exciting adventure playground on the school grounds, in partnership with the parents' association. Members of the healthy schools council promote the importance of a balanced diet very successfully through presentations for governors, parents and pupils on what to include in a healthy lunchbox. As a result, nearly all pupils have a sound understanding of the effect of different foods on their bodies.

Most pupils are very aware of the importance of attending school regularly and punctually. They are keen to attend because they feel that they will miss out if they miss a day of school. Nearly all pupils show very positive attitudes to learning. They enjoy lessons and show a high level of enthusiasm and motivation in their learning. Most pupils work confidently and effectively in pairs or groups, and persevere to work independently for extended periods. Their contribution to 'thinking groups' in lessons shows maturity and a sound understanding of the importance of working together and supporting each other. This develops their co-operation skills very successfully. Most pupils use a range of appropriate strategies to overcome difficulties when they arise.

Nearly all pupils' standards of behaviour are exceptionally good. They treat their peers, staff and visitors with a high level of respect and courtesy. This contributes excellently towards creating a caring ethos and respect towards others across the school. A strong feature is the way in which the school's older pupils support others in a range of different situations, for example by reading together during 'reading buddy' periods and by teaching them the rules of playing chess. This contributes very successfully towards ensuring high standards of wellbeing and behaviour across the school.

Teaching and learning experiences: Excellent

Teachers plan highly stimulating learning experiences that meet all pupils' interest and needs very successfully. By including pupils' ideas in the planning process, teachers provide a broad, rich and up-to-date curriculum, which is adapted very effectively to prompt and encourage pupils to achieve as well as they can. A strong feature of the school's provision is the way in which teachers ensure that developing pupils' literacy, numeracy and ICT skills is at the heart of their plans. All of the beneficial learning experiences are based on previous learning and develop these skills systematically. This leads to very effective opportunities for pupils to apply their skills naturally across the curriculum.

All staff have high expectations of pupils. They have a highly effective working relationship with all pupils, which makes a valuable contribution towards creating a learning environment of a high standard. Nearly all pupils model language of a high standard successfully and take advantage of valuable opportunities to improve pupils' oral skills. This has an excellent effect on their standards of oracy and writing. Teachers' presentations are lively and interesting, which prompts nearly all pupils to achieve as well as they can. They set challenging tasks in order to stretch nearly all pupils very successfully. All staff also use effective questioning in order to reinforce

and extend their understanding further. Through detailed planning, they ensure a very good balance between the input of adults and pupils as they complete tasks. This contributes effectively towards nurturing pupils' independent learning skills, in addition to developing their thinking and problem-solving skills very successfully.

Foundation phase staff have a good awareness of the principles of this phase and stimulate pupils to discover and learn independently from the outset. A strong feature of provision is the way in which staff plan challenging tasks and learning experiences that encourage pupils to think for themselves. Key stage 2 teachers build on this firm foundation very effectively by encouraging pupils to work independently and apply their skills through challenging tasks. They encourage pupils to work individually, in pairs or as part of a group, to develop their thinking and problem-solving skills successfully in a range of different situations.

Planning to develop pupils' literacy skills is excellent. Teachers ensure that nearly all pupils are given beneficial opportunities to develop rich oral skills, which is reflected consistently in their work. An excellent example of this is the regular opportunities pupils are given to write poetry and creative pieces by using rich adjectives and similes. Teachers also plan a range of very effective learning experiences to develop pupils' ICT and numeracy skills wholly naturally across the curriculum as part of their day-to-day work. For example, pupils in key stage 2 combine their skills to record and analyse data on the distance of the stages of the Tour de France.

Teachers provide very beneficial opportunities for pupils to consider their own performance, and refine it where necessary, as they work through their tasks. They encourage pupils to produce their own success criteria regularly in order for them to measure success. A strong feature of the procedures for assessing pupils' work is the skilful way in which staff provide pupils with extremely useful and valuable feedback. As a result, most pupils have a detailed understanding of how to develop their work further. Across the school, pupils are given valuable opportunities to assess their own performance and that of their peers. As a result, they have a sound understanding of what they need to achieve in order to create work of a high standard.

Care, support and guidance: Good

The school has effective procedures for tracking pupils' progress. This enables staff to plan and provide comprehensive support to address the needs of individuals and specific groups of pupils successfully. As a result, nearly all pupils make very strong progress from their starting points.

Staff identify pupils' educational, emotional and social needs at an early stage. Assistants work skilfully to implement a wide range of purposeful intervention programmes. All pupils with additional learning needs have a clear education plan, which includes specific, measureable and challenging targets. These plans are reviewed regularly with pupils and their parents, and adapted when necessary. Staff work effectively with external agencies, such as the local authority's additional learning needs advisory teacher and speech therapists, to support specific groups of pupils. They also take advantage of these specialisms, and the additional learning needs co-ordinator, to provide an effective training programme for staff. This has a positive effect on the skills of teachers and assistants in order to provide a wide range of intervention programmes to improve pupils' skills.

Provision to develop creative skills and the Cwricwlwm Cymreig is one of the school's great strengths. The school holds special days to celebrate Welshness, in addition to a 'ukulele club' to promote awareness of traditional and contemporary songs. These opportunities enrich pupils' experiences highly effectively, lead to high standards in their creative skills, raise their self-confidence and enrich their awareness of their Welsh heritage very successfully.

Staff provide a rich range of opportunities for pupils to contribute to the school's life and work. By doing so, they encourage pupils to develop as conscientious learning who take responsibility for their own learning. The school promotes pupils' spiritual and moral development by providing stimulating collective worship assemblies and through personal and social education lessons of a high standard. Pupils develop a sound awareness of values such as honesty, fairness and respect towards the school's stakeholders and the wider community. Pupils' friendly behaviour towards each other is a very strong feature and is sound evidence of the success of the school's caring support.

The school has established a robust relationship with the local community, which promotes pupils' awareness of their role in society. However, opportunities to develop pupils' understanding of the wider world and other cultures have not been developed in full.

The school has appropriate arrangements to promote eating and drinking healthily and provides valuable opportunities to encourage pupils to make healthy choices in their lives. There is a wide range of extra-curricular activities and clubs, which contribute successfully towards developing pupils' fitness and wellbeing, for example by organising a football tournament and a running race for the local community.

Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Excellent

Since the school was established, the headteacher has set and promoted her robust vision for a happy and inclusive community school very effectively. This vision has been embedded extremely successfully in a short period of time. The continuous focus on pupils' standards of achievement and progress is a very strong feature across the school. Pupils are included fully in making decisions about developing the school. Leaders and staff work together highly effectively in order to ensure that pupils from the school's wide catchment area gain a sense of belonging, and develop pride in their progress and success. Close co-operation with the local communities ensures the catchment area's commitment to the success of the new school. As a result, the community has developed a special bond with the school in a short period.

Leaders have thorough and detailed knowledge of the school's current performance. Members of the leadership team shoulder responsibility for different improvement priorities, which contributes very effectively towards raising and maintaining pupils' standards of achievement. The headteacher has developed a strong team of leaders, who work together very successfully and provide purposeful support to their colleagues. They observe lessons in their areas of responsibility and provide their colleagues with detailed and incisive guidance in terms of successes and aspects that need to be developed further. As a result, provision across the school is excellent, and most pupils make very strong progress over time.

Members of the governing body have guided the school through its establishment period highly effectively, and have given due attention to uniting the organisation. They have very thorough and sound knowledge of the school's performance and its development needs. They contribute rigorously to the school's self-evaluation procedures in a direct manner. For example, members of the improvement sub-panel take part in learning walks, scrutinise pupils' work and hold discussions with other leaders and pupils. They have built a very effective capacity to be able to act as a successful critical friend to the school. As a result, governors use their knowledge and understanding effectively to challenge the school about its performance. A notable example is the way in which members of the governing body have undertaken purposeful monitoring activities in order to support and challenge staff in establishing elements of the Digital Competence Framework firmly across the school.

The school meets local and national priorities very effectively. A notable example is the way in which it introduces literacy, numeracy and ICT skills creatively, consistently and rigorously across the school. Teachers include pupils fully in making decisions about what and how they will learn. They are laying the groundwork successfully for the introduction of the new Curriculum for Wales. As a result, most pupils are independent and confident learners.

The school's leaders and staff have thorough knowledge of the school's strengths and areas for development. The school's self-evaluation procedures are thorough and very effective. They are based on an effective range of first-hand evidence. Leaders and all staff take part in these procedures by observing lessons and scrutinising pupils' work. Priorities in the school development plan derive directly from the findings of the self-evaluation procedures. There is a suitable number of priorities, which identify purposeful and detailed actions. There are appropriate success criteria and milestones in order to measure progress at specific times. As a result, these procedures have had a very positive effect on pupils' progress, for example by promoting the standards of more able pupils in the foundation phase and key stage 2.

Leaders promote staff's continuous professional development very effectively. They deliver lessons jointly, discuss plans and evaluate the effect of work on pupils' standards. They also work successfully with other local schools to share expertise, in order to develop teaching and learning.

The school's resources are excellent and staff use them very effectively. There is an appropriate number of staff to ensure that a full and balanced curriculum is delivered effectively, and their expertise is used extremely successfully to enrich the curriculum. There is an excellent range of both indoor and outdoor resources.

Leaders ensure that the school's financial resources are used effectively, and the budget is monitored carefully in order to ensure value for money. The school uses the pupil development grant effectively to support specific groups of pupils to improve their literacy and numeracy skills.

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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