



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

A report on

**Ysgol Gymraeg y Trallwng
Red Bank
Welshpool
Powys
SY21 7PW**

Date of inspection: February 2020

by

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

About Ysgol Gymraeg y Trallwng

Ysgol Gymraeg y Trallwng is situated in the town of Welshpool in Powys local authority. There are 79 pupils between 4 and 11 years old on roll. Welsh is the main medium of the school's life and work. The school has one single-age class and three mixed-age classes.

Over a two-year period, around 3% of pupils have been eligible for free school meals, which is much lower than the national percentage of 18%. Around 4% of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified 18% of its pupils as having special educational needs, which is lower than the national percentage of 21%.

The school opened in September 2017 and this is the school's first inspection. The acting headteacher was appointed to the post in September 2019.

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

Most pupils develop sound literacy skills and achieve well in Welsh and English. Most use numeracy effectively and develop purposeful information and communication technology (ICT) skills across the curriculum. Pupils with special educational needs make good progress against their personal targets.

Most pupils are enthusiastic learners who apply themselves to new experiences confidently. They are ready to work at the beginning of lessons, and maintain their commitment purposefully throughout the session.

Teaching and provision of learning experiences are strengths. Teachers and assistants care for their pupils conscientiously and loyally. They provide them with beneficial guidance and support, which reinforce the strong sense among pupils of their school being a safe community.

The acting headteacher's stimulating vision to develop the school further is clear and purposeful. With support from the dedicated governors, she implements priorities effectively. As a result, they focus directly on motivating teachers and assistants to develop capable and intelligent pupils.

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 the extended writing of more able and talented pupils reflects their true abilities
- R2 Improve the quality of pupils' presentations in their workbooks
- R3 Improve provision to support teaching and learning in the foundation phase's outdoor areas

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, most pupils' Welsh communication skills are below the standard expected for their age. During their time at the school, most gain purposeful Welsh communication skills and achieve soundly. They communicate confidently in English and develop effective numeracy and ICT skills across the school. Most pupils with special educational needs make good progress against their personal targets.

Most pupils' achievement in speaking in listening is developing well. They speak confidently and understand that listening attentively to others is important to their learning. As a result, they talk eloquently about their work and the school's activities. For example, most pupils in the foundation phase explain clearly the life cycle of a butterfly after hatching eggs in a hatchery. Most pupils in key stage 2 show refined English skills as they discuss the effect of racism on the lives of children during the Second World War.

Most pupils develop effective reading skills. In the foundation phase, many read a wide range of texts in Welsh with clear expression. They discuss the content of their books wisely, and build unfamiliar words carefully by using useful phonic strategies. They describe the events in a story effectively and explain skilfully the reasons for specific actions, such as animals working together in the snow. Most pupils in key stage 2 read meaningfully and enunciate clearly in both languages. They enjoy fictional and factual books, and research conscientiously on the internet, such as investigating Owain Glyndŵr's battles between Knighton and Welshpool. As a result, they use their higher-order reading skills productively to gather specific information from different sources.

Most pupils write purposefully for different purposes in a number of varied contexts. In the foundation phase, many create engaging pieces in Welsh. Good examples include personal letters to the three little pigs, with ideas for them on how to design their houses. In key stage 2, most write meaningfully in both languages for a wide range of purposes. For example, they describe the sadness in Senghennydd thoughtfully following the disaster at the coal mine, and give reasonable consideration to the differences in water volumes when growing cress. However, more able and talented pupils do not write at length well enough. In addition, a majority of pupils' handwriting and presentation across the school are not neat consistently.

Most pupils' numeracy skills are sound. They apply their mathematical knowledge effectively in familiar and unfamiliar situations. A good example is the way in which most pupils in the foundation phase use fractions intelligently to divide a pizza correctly. Most pupils in key stage 2 have a strong understanding of how to use data with increasing accuracy and present it in various forms. They understand the need to use different graphs to convey scientific information effectively. For example, they create a detailed line graph after comparing the temperature and humidity of different types of coal as it burns. They also calculate profit and loss effectively by selling goods during the Rugby World Cup, and convert percentages to degrees to draw angles in a pie chart. As a result, most pupils in key stage 2 apply their extended numeracy skills successfully.

Most pupils in the foundation phase use ICT equipment confidently. They use technological equipment well to create a film to advertise their Christmas show, and direct electronic devices effectively on a grid. Most pupils in key stage 2 show sound ICT skills, apply their skills well and select the most effective methods of presenting their work. For example, they use databases purposefully to gather information about their heart rates after exercise. They interrogate and organise information well to find particular patterns in the data. As a result, pupils across the school have a good understanding of the advantages of ICT to support their learning, and the importance of online safety.

Wellbeing and attitudes to learning: Good

Nearly all pupils show pride in their school and feel safe within its inclusive and familial ethos. They are happy to discuss any concerns with members of staff, as they are confident that adults are ready to listen to them thoughtfully. Nearly all pupils, in line with their age, understand the importance of online safety, and outline the dangers that can arise as a result of unsuitable use of the internet. The digital wizards play a key part in supporting this in all classes.

Nearly all pupils understand the importance of keeping fit and participate enthusiastically in their regular physical education lessons. They also take part in a variety of interesting activities outside their lessons in order to improve their physical skills. For example, they run a mile a day on the school grounds three times a week to maintain high levels of fitness. Most pupils have a sound understanding of how to stay healthy by eating a balanced diet and drinking water regularly. They also state confidently that wellbeing is important for a well-rounded life. They discuss maturely how some residents in rural Wales face difficulties, which can be harmful to their lives.

Nearly all pupils show positive attitudes to learning. They listen attentively to teachers' instructions and concentrate well on their work, and show resilience and perseverance during lessons. Most are conscientious and work together diligently in the classroom. They are very willing to discuss their work with their peers, and the ability to listen to the contributions of others is a strong feature across the school. Most pupils are keen to extend their understanding further by contributing purposeful ideas to their termly themes. They understand well that their voice is important to improve their learning. As a result, they strive enthusiastically to succeed during their lessons and when responding eagerly to challenging tasks, such as discussing the effect of dangerous viruses that infect the whole world.

Most pupils take their responsibilities seriously. For example, members of the school council, the eco committee, the healthy committee and the digital wizards are active throughout the school. As a result, they have a sound understanding of their leadership roles within the school community. They take great pride in their roles, as they have been elected by their peers. They discuss their leadership roles confidently and give purposeful reasons for making agreed decisions on behalf of their peers; for example, they have recently succeeded in a bid for funding to place a defibrillator on the school grounds. The school council also responds intelligently to the school's priorities by having an influence on holding more class assemblies during the week.

Most pupils develop their understanding of the importance of moral citizenship. This is done through their awareness of the values that are promoted by the school; for example, they have a sound understanding of initiatives to reduce racism on football terraces. This promotes and develops their moral values effectively, and makes a valuable contribution towards their willingness to treat everyone with respect and courtesy.

Nearly all pupils are happy to attend school and express their praise for the creative activities that are available to them. Most arrive punctually in the morning and are keen to discuss the friendly ethos that exists across the school. This can be seen during lunchtime as pupils sing contemporary Welsh songs together while eating their food.

Teaching and learning experiences: Good

Teachers use a variety of rich teaching methods to engage pupils' interest effectively. As a result, most pupils develop purposeful skills, knowledge and understanding in various contexts across the curriculum.

There is a beneficial and supportive working relationship between teachers, assistants and pupils. This encourages respect, courtesy and trust between them. Nearly all adults model polished language confidently. They use various questioning techniques purposefully to extend pupils' responses sensibly. Teachers and assistants work well together to support learning effectively by providing specialised and purposeful support.

Teachers provide a curriculum that engages pupils' curiosity successfully. They plan a wide range of beneficial experiences jointly, which reflect the school's nature and local context effectively. They provide stimulating opportunities for pupils to learn about the culture and history of Wales and their local area, such as visiting Powis Castle to trace the history of Owain Glyndŵr. As a result, they raise pupils' awareness of their local area intelligently, and develop a sound understanding of their heritage and Welshness. They provide engaging opportunities regularly to consider Wales' influence on the wider world, such as innovative contributions to the 'Dydd Miwsig Cymru/Welsh Language Music Day' celebrations. The day, and pupils' social experiences, was enriched by inviting nearby schools to join in with the occasion to listen to contemporary Welsh music.

Teachers ensure that pupils contribute purposefully to curriculum planning, and this is a robust feature of the school's work. They are given valuable opportunities to map their ideas before the theme starts, which leads to interesting activities. This holds their interest and motivation effectively. Teachers' willingness to respond to the pupil's voice spontaneously is also a notable aspect of their work, for example when studying the effect of the Aberfan disaster on Wales and the world at the request of pupils. This includes newspaper articles by pupils under the headline, 'Who is responsible?'

Teachers have a sound awareness of the principles of the foundation phase. They provide an effective balance of activities that are undertaken under the guidance of staff, and opportunities for pupils to work independently across the areas of learning. For example, teachers plan beneficial opportunities for pupils to apply their numeracy skills by creating a shopping list and purchasing goods at the farm shop. However, outdoor provision is not as effective, which hinders teaching and learning at times.

Provision to develop pupils' literacy and numeracy skills is detailed and purposeful, and has a positive effect on their learning. For example, teachers set challenges to compare data in leisure centres to improve their services, and motivate pupils to write formal letters to the school governors. However, there is not enough challenge for more able and talented pupils to write at length and stretch themselves.

Teachers provide interesting opportunities for pupils to apply their digital skills across the curriculum. In the foundation phase, they provide sensible activities for pupils to record and assess their work on electronic tablets. In key stage 2, there are engaging opportunities for pupils to use the internet to gather useful information. This includes research into the life of an evacuee during the Second World War and challenges to create a database on the number of caps held by international rugby players.

Teachers' assessments are valid, accurate and reliable. Teachers provide pupils with constructive feedback in order for them to understand how to improve their work, both orally and in writing. They use information from assessments to plan the next steps in pupils' learning effectively. As a result, pupils take purposeful action in relation to their personal targets.

Care, support and guidance: Good

Arrangements to ensure pupils' care and wellbeing are sound and effective. The school is an inclusive and homely community, in which there is a strong emphasis on ensuring purposeful care and support for all individuals. Adults' positive attitudes contribute to enthusiastic and conscientious attitudes among all pupils. As a result, pupils and adults take pride in their school. In addition, the school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Procedures and systems for tracking pupils' progress are useful and reliable. Teachers identify improvements and pupils' achievements in their literacy and numeracy skills skilfully. They also record important issues in relation to their behaviour and attendance. Teachers use the information that is gathered effectively to plan purposefully. As a result, they provide alternative strategies for any pupils or groups of pupils who need specific interventions.

Provision for pupils with special educational needs is purposeful and has a positive effect on their progress. They have clear and measurable individual education plans. These include relevant information and specific targets to plan to provide successful strategies for their learning and how to overcome difficulties. Plans are reviewed regularly with pupils, teachers and parents. As a result, pupils make good progress from their previous attainment.

The school works successfully with external agencies, such as the police, to raise pupils' awareness of how to stay safe online, and the harmful effect that drug misuse can have on society. This nurtures pupils' positive attitudes towards their wellbeing.

There is a productive relationship and effective communication methods between parents and the school, which enable parents to support their children successfully. Provision to promote pupils' understanding of the importance of eating and drinking healthily is effective. Staff encourage pupils to keep fit through regular physical

education lessons and a good variety of after-school activities, such as a sports club. An opportunity to run a mile a day, three days a week, also succeeds in encouraging good practice among pupils in terms of keeping fit and healthy. As a result, most pupils understand the importance of making wise choices about their personal health and wellbeing.

There are good opportunities for pupils to make intelligent decisions, which have a positive effect on school life. Teachers provide beneficial opportunities for members of the school council and eco committee to act on their findings in relation to the school's priorities. Good examples include organising more educational visits within the community and planting trees around the school grounds.

The school promotes pupils' spiritual and moral development successfully, for example by conducting harvest services in a chapel in the town, and providing opportunities for collective worship and reflection at the school regularly. In addition, the school reinforces pupils' community values by promoting a popular charity song. Teachers and pupils work together to support the charity, which promotes community mental health across Wales.

The school provides valuable opportunities for pupils to learn about the cultures of other countries. For example, they study the culture, life and art of China sensibly. The school encourages pupils to use their imagination effectively when engaging in the creative arts. A good example of this is the activity to forage in the local environment, and use materials to create natural decorations. All of these social, spiritual, moral and cultural experiences help to develop sound attitudes of conscientious citizenship among pupils.

Leadership and management: Good

During her short tenure, the inspiring acting headteacher has established a clear vision for the school. Her philosophy is based on inspiring all staff to focus directly on developing capable and intelligent pupils. She is supported effectively by a robust senior management team and conscientious governors. As a result, they implement consistent practices that distribute responsibilities to staff purposefully in a happy and attentive environment.

Leaders address local and national priorities intelligently. They have recently restructured planning to create an engaging curriculum, and interesting and contemporary themes enrich learning purposefully. For example, they motivate pupils to consider the history of their area loyally by studying the town's concerns about foot and mouth disease. Leaders also focus enthusiastically on pupils' regular use of the Welsh language in formal and informal situations. This emphasis has a positive effect on pupils' standards as they enrich and expand their linguistic skills purposefully.

There are detailed and up-to-date self-evaluation procedures. There is a robust link between the findings of evaluation procedures and the priorities in the school improvement plan. Leaders respond to the priorities thoroughly and target areas for improvement purposefully. There is a skilfully-compiled timetable of lesson observations, learning walks and scrutiny of pupils' work, which lead effectively to useful feedback on purposeful monitoring. As a result, quality improvement procedures build a valid, accurate and reliable picture of the school.

Leaders distribute responsibilities in order to address the priorities in the improvement plan well. Discussions and staff meetings build a valuable network of communication, which leads to beneficial strategies to targets areas that need to be developed further. As a result, they have a clear focus on how to improve provision and pupils' outcomes, and make constructive improvements. A robust feature of this procedure is using social media effectively to announce pupils' successes in the classroom to the public.

Governors have strong knowledge of the school's performance. They fulfil their responsibilities effectively, and discuss the school's current and long-term intentions skilfully. They explain intelligently the effect of comprehensive training on the school and the purpose of performance management procedures. These are used purposefully to support and improve staff's expertise and skills. For example, the school has recently held training to refine staff's linguistic competence to promote early interventions further. As a result, staff are keen to share their expertise purposefully with their colleagues, in order to ensure a positive effect on pupils' outcomes.

Leaders make the best use of staff and the building. However, there are shortcomings in outdoor provision in the foundation phase. Resources in the outdoor area do not enrich pupils' experiences successfully in order to develop their skills further.

Governors, alongside the acting headteacher, monitor funding and the effectiveness of resources in detail. This includes intelligent use of any surplus to maintain inclusive provision across the school. They ensure that additional grants are spent skilfully to enrich the curriculum in order to improve pupils' outcomes. A successful example is the effective use of additional grants to maintain four classes in the school. Governors and the headteacher monitor this each term and focus well on the effect of provision on pupils' standards. As a result, governors lead robustly and set sensible challenges for the school.

Leaders make sensible use of the pupil development grant to improve provision and raise the standards of pupils who are eligible to receive it. As a result, expenditure links purposefully with the priorities in improvement plans.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

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:

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