



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

A report on

**Ysgol Sant Dunawd
Sandown Road
Bangor-On-Dee
LL13 0JA**

Date of inspection: November 2019

by

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

About Ysgol Sant Dunawd

Ysgol Sant Dunawd is in the village of Bangor on Dee in Wrexham local authority. There are currently 110 pupils on roll between the ages of 3 and 11 years. This includes 14 pupils who attend the nursery on a part-time basis. There are four classes, one in foundation phase and three in key stage 2.

The three year rolling average for pupils eligible for free school meals is around 6%. This figure is below the Welsh average of 18%. Around 16% of pupils have been identified as having special educational needs. This is below the national average of 21%. Very few pupils have a statement of special educational needs.

Nearly all pupils come from homes where English is the first language. Very few pupils speak Welsh at home. Very few pupils are from an ethnic minority background.

The headteacher took up her post in January 2013 and the last inspection by Estyn was in October 2013.

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

Staff, governors and the community prioritise pupils' wellbeing at the school. As a result, most pupils treat others with respect and kindness and behave well in class and around the school. Pupils feel happy and safe and know where to turn if they need support. Pupils are encouraged to take responsibility for their own learning and to play a full part in the life of the school. While many pupils make good progress from their starting points, they are not always challenged sufficiently enough to use their literacy and numeracy skills at the same level across the curriculum. The majority of teachers plan interesting and engaging lessons for pupils, however the quality of teaching varies too much between classes. Leaders promote a clear vision for the school and governors support the school well. Improvement planning is generally appropriate, but the school does not always ensure that its self-evaluation and monitoring processes identify and develop targets that focus precisely enough on their impact on pupils' learning.

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

Recommendations

- R1 Sharpen self-evaluation processes to ensure that they focus clearly on pupil standards
- R2 Increase suitable opportunities for pupils to use their literacy and numeracy skills across the curriculum at an appropriate level
- R3 Ensure that teaching is of a consistently high quality across the school and provides the appropriate level of challenge to all pupils to enable them to make good progress
- R4 Ensure that the foundation phase learning areas are stimulating, and that the provision encourages pupils to choose activities indoors and outdoors independently throughout the day

What happens next

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

Main findings

Standards: Good

When they start school, most pupils have skills at least at the expected level for their age. As they move through the school, many pupils make good progress in improving their literacy and numeracy skills. However, more able pupils do not always make the progress of which they are capable. Most pupils with special educational needs make good progress against their targets.

Many pupils start school with well-developed oracy skills. As they move through the school, most improve these skills well. Most nursery pupils listen attentively to stories. They express their opinions and ideas confidently using simple responses, for example when describing why they like Christmas. In key stage 2, many pupils have mature speaking skills. They talk confidently about a range of subjects and listen with interest to others, valuing their different views and opinions. For example, when discussing the benefits of space travel, they listen well and respond to others' points of view.

As they move through the foundation phase, most pupils gain early reading skills quickly. They use their knowledge of phonics to decode words and begin to read simple texts with understanding. In key stage 2, many pupils become keen book lovers. They read a wide range of texts with interest and enthusiasm and the majority of older pupils read books with fluency and accuracy. They use higher order skills effectively to make predictions, find information quickly and describe why authors have made certain vocabulary choices. For example, pupils explain why writers use metaphors and similes to create tension in a novel.

In the foundation phase, pupils begin to write with confidence from an early age. Many reception pupils write individual words and short phrases, for example to create a poem about bonfire night and to describe how a koala is feeling. Pupils in Year 1 write short invitations for a party. By Year 2, most pupils organise their work into sentences using correct punctuation. They use their phonic knowledge to help them spell common words correctly and make plausible attempts to spell complex words. In key stage 2 English lessons, pupils write for a wide range of purposes. For example, Year 6 pupils write arguments for and against wearing school uniform. By the end of key stage 2, many pupils structure their work correctly showing a strong awareness of their audience. Most pupils spell accurately and use an appropriate range of punctuation to organise their work. Pupils that are more able, in particular, use a wide range of imaginative vocabulary. The majority of pupils write using neat cursive handwriting but a minority do not take enough care when they present their work. Across the school, pupils write regularly in other subjects. However, they do not always write at the same standard as in their English lessons.

At the start of the foundation phase, most pupils recognise and order numbers to 10 correctly and know the names of simple shapes. By Year 2, most pupils add and subtract two-digit numbers confidently. They use their number skills to solve simple word problems accurately. However, in Year 2, pupils that are more able do not extend their learning to working with three digit numbers well enough. In key stage 2, many pupils improve their number skills well. For example, Year 3 pupils choose the

correct coins to make amounts up to £5. Many older pupils work with large numbers confidently. They use their knowledge of number well to solve real life problems. For example, Year 5 pupils use time facts to answer questions on flight using the 24 hour clock and Year 6 pupils plan a bonfire party for a group of friends within a budget. Pupils that are more able use multiplication facts confidently to draw shapes to different scales by enlarging and reducing size, and multiply and divide negative numbers accurately. However, pupils in many classes, particularly the more able, do not use their numeracy skills regularly enough at an appropriate level in other subjects.

Most pupils have positive attitudes towards speaking Welsh. In the foundation phase many talk about how they are feeling and respond to questions about the days of the week enthusiastically. In key stage 2, most pupils use a range of vocabulary and sentence starters correctly to talk about, for instance, the weather, their family and their likes and dislikes. Many pupils extend their sentences using a range of connectives. Pupils write regularly in Welsh. For example, Year 2 pupils write short sentences about what food they like and in Year 6, write short postcards about themselves to a pen pal. Most pupils read their own work with suitable understanding and pronunciation. However, across the school, pupils do not use Welsh often enough outside of Welsh lessons.

As they move through the school, most pupils make suitable progress in improving their information and communication technology (ICT) skills. In the foundation phase, pupils use ICT to help them improve their numeracy and literacy skills by playing games. Older pupils programme toys to help to learn about direction. However, pupils do not always develop a wide enough range of ICT skills in the foundation phase. In key stage 2, many pupils use ICT appropriately to support their learning in other subjects. Year 3 pupils use music software to create suspense music as a stimulus for their story writing. Year 4 pupils combine words and pictures independently to design informative posters to encourage people to protect the rainforest. In Year 5, pupils use databases correctly to sort information about Beatles songs and Year 6 pupils independently use online programmes to create factsheets on animals.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel well cared for, valued and safe in school. They show a high level of respect, care and consideration towards each other and adults and behave well when moving around the school. Attendance rates are high and have been above the average for similar schools for the last four years.

Most pupils demonstrate positive attitudes towards their work and develop as confident, capable, ambitious and independent learners. In lessons, they generally demonstrate positive engagement with their learning and concentrate appropriately. Many are keen to share and discuss their work confidently, with each other and visitors, and are clear about what to do if they find things difficult. For example, pupils ask another pupil or view a working wall before asking the teacher for help. Pupils view their mistakes as learning opportunities and persevere well with their work. Many are developing a useful understanding of what skills they need to help them to learn effectively. However, a few pupils struggle to maintain their concentration during lessons, which limits their ability to understand and complete tasks.

Most pupils contribute well to what and how they learn. For example, they vote on their termly topics and share ideas for learning activities. They develop as ethically informed citizens through projects such as “Plastic not so Fantastic” which highlight the negative impact of plastic in the environment.

Many older pupils take on additional leadership responsibilities and carry these out with maturity. For example, the pupil leadership team supports the schools focus on developing learning behaviours well by creating relatable characters that exemplify the characteristics of effective learning.

Pupils who are members of the school council, consider and act upon suggestions from their peers to make a positive impact on school life. For example, after writing to Wrexham council leaders, they successfully secured funding to improve the school building. In addition, pupils undertake learning walks with the headteacher, to inform the school’s self-evaluation procedures.

Members of the eco-committee lead whole school initiatives, such as decreasing the amount of waste by reducing single use plastics in the foundation phase. Digital leaders work maturely to ensure that nearly all pupils know how to stay safe online.

Most pupils have a sound understanding of how to keep healthy through maintaining a balanced diet and taking regular exercise. They enjoy physical activity during their lessons as well as playtimes and enjoy healthy snacks at school. Many pupils participate enthusiastically in a suitable range of extra-curricular activities such as mad science club, musical theatre and Clwb Zen.

Teaching and learning experiences: Adequate and needs improvement

The school provides pupils with an engaging curriculum that meets the interest of most of them successfully. In all classes, teachers provide pupils with opportunities to choose topics that they would like to study and work collaboratively with them to plan a range of engaging activities to support their central theme. Staff enrich pupils’ learning successfully through the use of stimulating trips and visitors. For example, pupils in Years 4 and 5 visited the Beatles Museum in Liverpool as part of their ‘Dazzling Decades’ topic, and Years 3 and 4 undertook a virtual reality tour led by a visitor for their rainforest theme.

The school plans appropriately for developing pupils’ skills across the curriculum including literacy, numeracy and ICT. For example, teachers identify opportunities to develop writing and ICT skills in their topic work. However, while most teachers provide pupils with regular opportunities to use their writing skills in other subjects, in a minority of classes, teachers provide too much scaffolding. This restricts opportunities for pupils to write at length and to organise their work independently. In addition, the majority of teachers do not provide pupils with sufficient meaningful opportunities to apply their numeracy skills at an appropriate level in other subjects.

The school promotes the Welsh language effectively. Most members of staff use spoken Welsh regularly in classroom situations and around the school. The school’s curriculum promotes Welsh culture effectively through topic work. For example, foundation phase pupils learn about Santes Dwynwen and pupils in key stage 2 regularly work with local Welsh artists and study life in Patagonia.

The school is making good progress in preparing for the new curriculum for Wales. For example, teachers promote the four core purposes well using the school's eight 'learning powers', which encourage pupils to be reflective, innovative, resilient, self-motivated learners.

Many teachers have positive relationships with pupils and manage their behaviour appropriately. In the majority of classes, teachers plan a range of stimulating activities that engage pupils well in their work. However, in a minority of classes teachers do not always plan activities that fully meet the needs of all pupils. This is because activities are either too easy or too difficult and limit the progress that pupils make.

Many teachers have clear intentions for learning which they share appropriately with pupils. However, in a few classes, teachers do not explain tasks or key vocabulary well enough and as a result, pupils are not clear about what they need to do to succeed. Many teachers and teaching assistants use questioning skilfully to check pupils' understanding and to further develop pupils' responses. Nearly all teachers use teaching assistants to support pupils' learning well. For example in the foundation phase, teaching assistants lead effective learning experiences for nursery pupils.

Most teachers provide pupils with useful verbal feedback on their work. However, the quality of written feedback is too variable. In the minority of classes where it is strong, teachers' comments give pupils clear guidance on how they can improve their learning. In too many classes, feedback is over generous and does not always help pupils understand how to improve the quality of their work. In a few classes teachers do not address pupils' basic errors well enough. Teachers make regular assessments of pupils' work but their judgments are not always an accurate reflection of the standards that pupils have achieved.

In the foundation phase class, pupils have access to suitable indoor and outdoor activities. However, staff do not ensure that pupils have regular opportunities to choose this provision independently throughout the day.

Care, support and guidance: Good

The school has effective systems for tracking pupils' achievement and progress. Staff analyse data to monitor pupils' progress and to identify those who may need additional support. Leaders meet termly with class teachers to identify possible barriers to pupils' learning and plan approaches to help these individuals achieve.

There is effective provision for pupils with special educational needs. The head teacher, who is the co-ordinator, collaborates well with teachers and teaching assistants to identify pupils who may require specific support or intervention. Staff make purposeful use of these intervention programmes, including those that support pupils' reading, numeracy and social and emotional development. Teaching assistants work effectively and diligently to deliver these interventions.

The school involves parents in identifying suitable targets on individual education plans for pupils who require support. These targets link to well-developed actions that support pupils' learning successfully. In addition, the school works positively in partnership with specialist agencies to support individual pupils where appropriate.

Staff support pupils' emotional needs effectively and as a result standards of pupils' wellbeing are high. Teachers plan well for social and emotional learning and have recently developed a scheme of work which centres on democracy, rule of law, individual liberty, mutual respect and tolerance towards those of different faiths and beliefs. Through this work and whole school assemblies, the school addresses pupils' spiritual, moral, social and cultural needs successfully.

Most members of staff deal with pupils' behaviour effectively using a whole school approach and ensure that pupils understand how to keep themselves safe, including when using the internet.

The school provides pupils with beneficial opportunities to develop leadership roles through a good range of pupil voice groups. In addition, staff provide regular opportunities for pupils to contribute to what and how they learn. As a result, pupils have valuable opportunities to contribute to the life of the school.

Staff have a range of strong partnerships with outside agencies, including charities, the police liaison officer and the local church. The school gives pupils regular opportunities to play a role in the wider community and become active citizens. For example, pupils provide items for a local food bank and recently raised money for Cyclone Idai appeal. This work helps pupils understand that there are people less fortunate than themselves.

The school promotes cultural diversity well and staff ensure that pupils develop an understanding of life and customs in other countries, for example through their thematic work on life in Africa and interacting online with a school in Kazakhstan.

The school provides pupils with exciting opportunities to attend residential visits as well as day trips that enrich the curriculum effectively.

The school has appropriate arrangements for developing pupils understanding of how to eat and drink healthily. It positively promotes the importance of taking regular exercise through physical education lessons and extra-curricular sports' clubs.

The school communicates well with parents using a range of digital approaches. For example, they use an online platform to share examples of pupils' work regularly with parents and engage them positively in the learning of their children. In addition, there are beneficial opportunities for parents to engage directly with the school. For example, the school arranges regular 'show and share' parent days, meetings with class teachers and opportunities for parents to be involved in lessons. This inclusive approach enables parents and families to play a strong part in the life of the school and helps them support their children at home.

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

Leadership and management: Adequate and needs improvement

The headteacher, deputy headteacher and governors demonstrate a strong commitment to developing the school's values. Together they have established an ethos that focuses effectively on ensuring the wellbeing of pupils. The head teacher and deputy head teacher ensure that there are suitable professional development

opportunities for all staff. For example, recent cluster projects led by the school have included training on formative assessment strategies. However, the effect of this training has not yet had time to impact on all teachers' practice across the school. Leaders ensure that staff have regular opportunities to discuss and provide feedback on teaching and learning strategies during staff meetings. However, in general, teachers do not observe one another often enough in school to learn from each other's practice and they do not have many opportunities to view effective practice in different settings.

The school has appropriate processes for self-evaluation, including a clear monitoring and evaluation cycle. This includes gathering first hand evidence through learning walks, work scrutiny, parent questionnaires and listening to learners. However, leaders do not always identify important areas for improvement, such as the lack of challenge in numeracy across the curriculum or the provision for foundation phase pupils. When leaders do identify appropriate areas for improvement such as writing and feedback, the monitoring of teaching and learning across the school generally supports staff to improve their practice in working towards these priorities. However, on occasion, leaders focus on consistency of approach rather than the impact of teaching on standards. For example, leaders focus on the coverage of different genres of writing rather than the standards achieved by the pupils.

Teachers' performance management arrangements generally help to support school improvement appropriately. Learning walks carried out more recently are clear and help inform teachers to understand what they need to do to improve their practice. However, over time, reviews by leaders have not always been specific or detailed enough to help teachers understand exactly how they need to improve their teaching. The arrangements for managing the performance of teaching assistants are effective in improving their personal learning and contribute well to the aims of the school. The deputy headteacher carries out beneficial reviews of the work of teaching assistants and provides them with useful feedback linked to a clear framework for professional development.

Governors undertake their statutory duties diligently and operate successfully through a range of sub-committees which support the core business of the school. For example, regular curriculum meetings take place to discuss and monitor initiatives such as the formative assessment project and the new curriculum for Wales. The strategic role of governors as critical friends of the school is strong. They provide appropriate challenge and support, for example when carrying out target setting with the head teacher. Members of the governing body play an important role in whole school self-evaluation. They meet regularly with subject leaders, talk to pupils and receive presentations from them. As a result of this approach, they have a good understanding of the priorities of the school. The headteacher, with the support of the governing body, manages the school's budget well. Leaders use the school's limited pupil development grant effectively to support the progress and wellbeing of the few pupils eligible for free school meals. There are a suitable number of appropriately qualified staff to deliver the curriculum and to ensure pupils' wellbeing.

The school has a well-resourced outdoor learning environment, which includes a forest school area, trim trail, and suitable outdoor learning zones for foundation phase pupils. However, overall, the indoor learning area in the foundation phase is not effective in providing a stimulating and engaging learning environment for pupils. The school has significantly improved its provision for ICT and has a good variety of resources to support the introduction of the digital competency framework. The headteacher and deputy are effective at seeking out additional funding to provide pupils and teachers with further resources and training. For example, they recently accessed a local fund to purchase a health and wellbeing scheme of work for the school.

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 (where appropriate) 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 undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- 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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