

A report on
Ysgol Dafydd Llwyd

**Plantation Lane
Newtown
Powys
SY16 1JE**

Date of inspection: June 2026

by

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

This report is also available in Welsh

About Ysgol Dafydd Llwyd

Name of provider	Ysgol Dafydd Llwyd
Local authority	Powys County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	211
Pupils of statutory school age	177
Number in nursery classes	*
Percentage of statutory school age pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 21.7%)	13.2%
Percentage of statutory school age pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 9.2%)	2.8%
Percentage of pupils who speak Welsh at home	11.3%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	September 2021

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June 2026

Date of previous Estyn inspection (if applicable)	19/02/2018
Start date of inspection	15/06/2026

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term ‘additional learning needs’ is being used to describe those pupils on the SEN/ALN register of the school

Summary

Ysgol Dafydd Llwyd is an inclusive and caring learning community where robust relationships between staff and pupils provides a firm foundation for its work. A strong sense of belonging is a prominent feature of the school's life. Almost without exception, pupils feel safe at school and feel happy and valued. They demonstrate very good behaviour and positive attitudes to learning from an early age.

The Welsh language and Welshness are an integral part of the school's life and ethos. Although very few pupils speak Welsh on entry to the school, most develop their skills robustly and use the language with increasing confidence in a wide range of creative contexts. This is one of the notable features of provision.

As they move through the school, most pupils, including those with additional learning needs (ALN) and those from low-income households, make consistent progress in a wide range of skills. However, teachers' planning does not always ensure clear enough progression in the development of pupils' numeracy skills over time.

Leaders' commitment to promoting the well-being of pupils and staff is a strong feature of their day-to-day work. Through inclusive leadership opportunities and valuable initiatives such as 'Gwener Gwych', pupils develop important life skills, gain confidence and make a positive contribution to the school community. At the same time, there are robust arrangements in place to support the progress of pupils with ALN.

The curriculum provides a wide range of stimulating experiences that engage pupils' interest purposefully. Staff take advantage of the valuable contributions of parents, governors and community partners effectively to enrich learning experiences and expand pupils' horizons purposefully. However, provision does not always challenge pupils consistently enough or provide enough meaningful opportunities for pupils to make independent choices about their learning.

The headteacher provides clear and purposeful leadership and vision and is supported well by dedicated staff. Together, they have established a robust culture of self-evaluation and continuous improvement which focuses unwaveringly on pupils' well-being and progress.

Recommendations

We have made two recommendations to help the school continue to improve

- R1 Ensure that experiences challenge pupils appropriately and support them to make meaningful choices about their learning
- R2 Strengthen teachers' planning to ensure clear progress and progression in the development of pupils' numeracy skills over time.

What happens next

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

Main evaluation

The headteacher's robust and thoughtful leadership provides a clear strategic direction for the school's work. His vision, which is based on ensuring the best possible education for all pupils to '*aim high*' in a familial, inclusive and Welsh environment, has been established firmly across the school community.

As one effective team, leaders and staff model the school's shared values and maintain high professional standards consistently. This contributes positively to creating a caring, inclusive and safe ethos that permeates school life. Staff's high and consistent expectations contribute to the commendable behaviour and firm commitment of most pupils to their learning and to school life.

A strong feature of provision is the inclusive way in which staff provide leadership opportunities for all pupils. Through their work on various committees and pupil's voice groups, they fulfil their responsibilities conscientiously and make a valuable contribution to the life of the school and the well-being of their peers.

Spotlight: Nurturing pupils' life skills and well-being through 'Gwener Gwych' sessions

The well-being of staff and pupils is at the heart of the school's work and this permeates all aspects of its life and work. Staff and the pupil committees have worked together closely to establish beneficial 'Gwener Gwych' sessions, which provide valuable opportunities to develop life skills and strengthen well-being across the school community. Leaders take advantage of the expertise of staff, parents and members of the governing body skilfully to enrich provision. Through a wide range of practical activities, including first aid sessions, cooking and taking care of animals, pupils of different ages work together successfully and develop their independence, social skills and confidence purposefully. This, in turn, supports pupils to develop important life skills by taking part in new experiences and fostering positive relationships.

The school has robust arrangements for supporting pupils with additional learning needs (ALN). Staff work closely with families and external agencies to provide appropriate and timely support, where relevant. They use information about pupils' progress effectively to support their well-being and learning and ensure that all pupils have equal access to learning activities.

From their various starting points, most pupils, including those with ALN and those from low-income families, make consistent progress in their skills during their time at the school. Through purposeful learning opportunities, nearly all pupils listen attentively and respond respectfully to the contributions of others. Although very few pupils have well-

developed Welsh language skills on entry to the school, most develop their confidence to use the Welsh language increasingly correctly and spontaneously in a range of interesting contexts.

Spotlight: Promoting the Welsh language and Welshness as an integral part of the school's life and work

The Welsh language is an integral part of the school's life and work. Staff, along with the valuable support of the 'Criw Cymraeg', support pupils to embrace and use the Welsh language regularly as a core part of their play and learning. Through the creative use of digital platforms and regular visits to the local community, the 'Criw Cymraeg' model useful language patterns and promote the advantages of bilingualism effectively. This motivates pupils, staff who are learners and parents to use the Welsh language more confidently.

Leaders and staff also enrich pupils' learning experiences purposefully by working with a wide range of partners. For example, pupils interview a Welsh international footballer on a podcast and work diligently with a well-known illustrator to create a comic based on the story of the poet Dafydd Llwyd. As a result of these rich experiences, pupils develop a sound understanding of the value of Welsh as a living language and take pride in their Welsh identity.

The school fosters a positive culture of reading which develops pupils' enjoyment of reading effectively. The contribution of the 'Llysgenhaddon y Llyfrgell' (Library Ambassadors), visits to the local library and opportunities to meet Welsh authors enrich pupils' reading experiences purposefully. Provision supports the development of most pupils' reading skills continuously, along with their ability to read fluently in both languages. Leaders and staff also support parents purposefully to develop their children's reading at home by holding useful information-sharing evenings.

Most pupils foster their writing skills well and apply them consistently across the areas of learning. By the top of the school, they write at increasing length in both languages in an appropriate range of genres and demonstrate a sound grasp of the features of language. Provision supports most pupils to develop their mathematics skills successfully. In the best practice, teachers provide meaningful opportunities to apply numeracy skills in authentic contexts. For example, Year 2 pupils use their understanding of converting units of measurement correctly when designing and creating a scarf for a character in a story to keep her warm in the school's woodland area. However, teachers' planning does not always ensure clear enough progression in the development of pupils' numeracy skills over time.

Leaders foster a positive culture of professional learning and support the continuous development of all members of staff. The school's assistants are valuable members of the

team and contribute effectively to nurturing pupils' skills continuously. Leaders use staff's expertise purposefully to enrich pupils' learning experience. For example, staff share and use their digital expertise purposefully to support the development of pupils' and colleagues' skills. This, in turn, supports most pupils to make consistent progress in their digital skills as they move through the school and to apply them appropriately in a variety of relevant learning contexts.

Staff provide a broad, balanced and inclusive curriculum. They listen and act on pupils' ideas appropriately when planning interesting activities and learning experiences that pursue their interests purposefully. In general, most pupils immerse themselves in their learning and work diligently to complete learning activities. However, provision does not always support pupils to make independent choices about the way in which they complete and present their learning.

Almost without exception, pupils feel safe and happy at school. Supportive working relationships between staff and pupils contribute strongly to a positive atmosphere for learning. Staff use a range of teaching methods and a variety of resources to encourage pupils' learning purposefully. They use questioning methods effectively and encourage pupils to extend their responses purposefully.

On the whole, staff use verbal and written feedback efficiently to support and challenge pupils' learning through purposeful methods, which support pupils to make consistent progress in their learning. In general, staff provide learning experiences that are planned carefully to meet pupils' needs appropriately. However, across the school, learning activities do not always challenge pupils to achieve to the best of their ability consistently enough.

Provision within the indoor and outdoor learning areas is rich and provides beneficial opportunities for pupils to play, learn and investigate in an interesting environment. Recently, the 'Friends of the School' have contributed significantly to the development of the 'Cysgod y Ddraig' area, which supports pupils' well-being purposefully and provides valuable opportunities for them to develop a wide range of skills in stimulating outdoor contexts.

Through purposeful 'Crwydro'r Campws' sessions, many of the youngest pupils develop their problem-solving skills appropriately. For example, they persevere appropriately and work diligently with their peers, by using a range of resources creatively to plan and construct a bridge to cross the river to try to rescue Sali Mali. All pupils have valuable experiences to build their confidence in a wide range of creative, artistic and sporting activities, such as competing in the eisteddfod and succeeding in local and national sports tournaments.

Leaders and staff promote pupils' spiritual, moral, social and cultural development effectively. Through regular opportunities to reflect, including the use of dedicated quiet spaces, such as 'Heulfan' and through meaningful periods of collective worship, pupils develop an increasing understanding of their feelings, values and other perspectives. This, in turn, supports pupils to treat others with respect and gain an appropriate understanding of different values and beliefs.

Leaders have an appropriate understanding of the school's strengths and areas for development. They have established manageable and effective arrangements for monitoring and evaluating the quality of provision, learning and pupils' well-being. The governing body knows the school and its community well and discharges its duties conscientiously. Governors contribute actively to self-evaluation and planning for improvement processes, which enables them to support and challenge leaders appropriately in setting agreed and sensible strategic priorities to support the school's continuous development.

A strong feature of the school's work is the productive relationships that leaders and staff have fostered with parents and the wider community. Parents value the strong relationships between the school and home, which contributes to a strong sense of belonging to a close-knit learning community. Leaders and staff take good advantage of skills and expertise within the community to enrich pupils' learning experiences and raise their aspirations. For example, a former pupil who is a coach with the Welsh women's football team holds football sessions which inspire pupils and expand their awareness of the opportunities available to them.

The school's partnerships with neighbouring primary and secondary schools and the Cylch Meithrin, which is on the school grounds, support pupils' well-being and learning effectively. Through purposeful joint planning and productive sharing of practice and resources, these partnerships help to ensure progression in pupils' learning experiences as they transition between the stages of education.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers, staff and the governing body/committee members through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers 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
- 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' well-being, 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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. ‘*most pupils...*’ or ‘*very few pupils...*’. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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