

A report on

Stebonheath C.P. School

**Marble Hall Road
Llanelli
Carmarthenshire
SA15 1NB**

Date of inspection: February 2025

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Stebonheath C.P. School

Name of provider	Stebonheath C.P. School
Local authority	Carmarthenshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	284
Pupils of statutory school age	211
Number in nursery classes	35
Percentage of 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 Primary is 22.9%)	40.3%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	19.0%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	10.9%
Date of headteacher appointment	01/09/2010

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Date of previous Estyn inspection (if applicable)	
Start date of inspection	03/02/2025

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

Stebonheath Primary School provides a nurturing, inclusive, and happy environment where pupils feel safe and well cared for. Leaders prioritise pupils' well-being and build strong relationships with families. Staff understand their responsibilities in safeguarding, and nearly all pupils know how to stay safe online.

Most pupils, including those with additional learning needs (ALN) or facing disadvantage, make good progress in their learning during their time at the school. As a result, most develop confidence in speaking, enjoy reading, and develop their writing skills well. Most pupils apply their numeracy and digital skills well across the curriculum. Welsh language provision ensures that most pupils develop confidence in speaking Welsh. By the time they leave the school, they answer questions confidently using suitable vocabulary.

Teachers and staff build strong relationships with pupils and plan a suitable range of lessons that meet their needs. In most lessons, teachers use questions well to support learning and provide help when needed. However, in a minority of older pupils' classes, teachers do not always build effectively on pupils' skills across lessons, making it harder for them to connect learning and apply knowledge across areas of learning.

Recently, the school has focused on improving how teachers provide feedback to pupils to help them improve their writing. However, this feedback does not always guide pupils well enough on how they could improve their work.

The school identifies, monitors, and supports pupils with ALN effectively. Staff understand how to provide beneficial support through targeted interventions and guidance from external agencies, ensuring that pupils' needs are met.

Leaders prioritise improving attendance and have introduced various strategies to support this. However, they do not always monitor their effectiveness closely enough to ensure long-term improvement. Governors provide valuable support and have a sound knowledge of the school's work in implementing national priorities. They monitor the school's budget closely and evaluate the impact of grant funding effectively.

Recommendations

We have made three recommendations to help the school continue to improve:

- R1. Strengthen monitoring and self-evaluation processes so that they focus more closely on the impact on pupils' progress and the quality of teaching
- R2. Ensure teaching and curriculum planning build systematically on pupils' learning during lessons and over time
- R3. Improve attendance

What happens next

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

Main evaluation

Stebonheath Primary School is nurturing, inclusive and happy school. Leaders place a high value on supporting pupils' well-being and building strong relationships with pupils and their families. Pupils are well cared for and feel safe in the school's nurturing environment. Nearly all pupils have a secure understanding of how to keep safe online. Staff understand their roles and responsibilities in keeping pupils safe and there is a strong culture of safeguarding across the school.

Many teachers build positive working relationships with pupils and create a suitable environment for learning. This supports most pupils, including those with additional learning needs (ALN) and those adversely disadvantaged by poverty, to make good progress in their learning during their time at the school.

Most staff are effective language role models. This helps most pupils to develop their speaking and listening skills suitably and talk confidently about their work with their peers and visitors. Most younger pupils enjoy looking at books and take notice of features they find in illustrations. As pupils progress in their reading skills, they use a range of strategies to help them make sense of what they have read. By the time they leave the school, many pupils read with fluency and accuracy and develop a love of books and reading. Most pupils develop as competent mathematicians and apply their numeracy skills suitably across the curriculum and when solving problems. For example, in younger classes pupils

use a variety of resources to measure the distance a paper aeroplane has travelled, and older pupils use data to create graphs to present information. In addition, teachers offer a wide range of worthwhile opportunities for pupils to develop and apply their digital skills across curriculum.

Provision for teaching and learning Welsh is appropriate. This ensures that most pupils are positive about learning the Welsh language and make good progress in developing their Welsh language communication skills. By the time they leave the school, most pupils answer questions confidently and use a suitable range of vocabulary.

Teachers and staff plan a range of suitable lessons that engage pupils and meet their needs appropriately. In most lessons, teachers use questioning effectively to support pupils' learning and provide support when needed. Teaching assistants are effective in their roles and support groups of pupils and individuals well during lessons and when delivering targeted interventions. However, in a minority of lessons in the older classes, teachers over-direct learning, which slows the pace of lessons and causes a few pupils to lose interest. In addition, teachers do not always build on pupils' skills over subsequent lessons well enough. This means that pupils do not always make close enough links in their learning to apply their knowledge and skills across the curriculum. In addition, due to an over-reliance on using worksheets, teachers do not always provide pupils with worthwhile opportunities to make choices about how they present their work.

The school has recently focused on how teachers' feedback supports pupils to improve their editing and redrafting writing skills. As a result, most pupils respond to teachers marking and feedback suitably and this allows them to make beneficial corrections to their spelling and punctuation. Overall, however, teachers' feedback does not focus well enough on how pupils could improve other aspects of their work such as enriching their writing with a wider range of vocabulary.

Teachers involve pupils in contributing to their termly curriculum topics, which allows them to have a say in what they would like to learn. When planned effectively, the curriculum experiences the school offers provide pupils with a suitable understanding of global issues and the lives of other people and develop their spiritual, moral, social and cultural understanding well.

The school has effective systems in place to identify, monitor and review the provision and progress of pupils with ALN. Leaders have ensured that all staff have a good understanding of how to provide effective support for pupils with ALN, including a beneficial range of targeted interventions. This, along with worthwhile advice from external agencies, ensures that pupils' needs are met appropriately.

Leaders have identified pupils' attendance as priority. They have adopted a range of beneficial strategies to help improve attendance. However, leaders do not always monitor the effectiveness of these strategies robustly enough to ensure that they have a sustained impact on improving attendance year on year.

Pupils have suitable opportunities to take on leadership roles and influence the life of the school through the various pupil voice groups. Members are proud of their achievements and have made worthwhile changes to improve their school day. For example, the school council runs a fruit tuck shop to ensure that all pupils have access to healthy snacks at breaktimes.

Governors support the school well and are kept well informed by the headteacher. They have a sound understanding of the community that the school serves and the school's context. Leaders and governors deploy the school's resources appropriately to support pupils' learning and well-being. Governors ensure that grant funding including the Pupil Development Grant is targeted purposefully on supporting those pupils disadvantaged by poverty and ensuring that they benefit from the targeted support provided by the school. This includes access to learning experiences such as trips and visits and music lessons.

The headteacher has a clear vision for the school based closely linked with the school's motto of 'Enjoy, learn, succeed.' Leaders identify suitable school development priorities, based on the strengths and areas of improvement found during monitoring activities. Leaders monitor these priorities appropriately; however, these activities are not always focused well enough on the impact teaching has on pupils during lessons and over time.

Many staff engage with a range of beneficial professional learning opportunities, linked to the school's priorities. The recent input into improving the provision of the younger pupils in the school has led to beneficial improvements in the learning environments. This has allowed pupils to develop their independent skills purposefully and make choices about their play and learning.

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 and the governing body 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 (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' 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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

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

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