

Jayne Phillips  
Llanmiloe C.P. School  
Llanmiloe  
Pendine  
Carmarthenshire  
SA33 4TU

26/06/2025

Dear Jayne Phillips

**Interim visit:** June 2025

A team of inspectors visited Llanmiloe CP School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

**Focus of visit**

**Improve approaches to teaching and assessment to challenge and engage all pupils in their learning.**

- Leaders have provided staff with a range of professional learning opportunities that have supported them to develop a better understanding of effective teaching strategies. Teachers use these in lessons to engage pupils in their learning. This creates an atmosphere where pupils are keen to learn and enjoy participating in their learning activities.
- Most teachers set high expectations for pupils which motivates them to learn. They match lessons and activities well to pupils' ability, provide effective support to those who require it and challenge the more able appropriately.
- Most teachers foster pupils' independent learning skills well. The rich learning environment provides pupils with useful tools, such as visual displays to support them with their work.

Estyn, Llys Angor, Heol Keen, Caerdydd,  
CF24 5JW Ffôn: 02920 446446  
[ymholiadau@estyn.llyw.cymru](mailto:ymholiadau@estyn.llyw.cymru)  
[www.estyn.llyw.cymru](http://www.estyn.llyw.cymru)

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn, Anchor Court, Keen Road,  
Cardiff, CF24 5JW Telephone: 02920  
446446 [enquiries@estyn.gov.wales](mailto:enquiries@estyn.gov.wales)  
[www.estyn.gov.wales](http://www.estyn.gov.wales)

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Teachers plan clear lessons that challenge pupils of all abilities and meet their needs effectively. They provide a range of practical resources that help them in their work.
- Most teachers use questioning effectively to challenge pupils' thinking. Where appropriate, they make pauses in lessons to allow pupils time to reflect on their approach to tasks and how they can improve.
- Most teachers provide pupils with beneficial opportunities to explain their thinking to their peers which supports them to learn from one another and explore alternative strategies to solve problems.
- Older pupils have a good understanding on how teachers marking and feedback helps them to improve their work. It helps them to understand what they have done well and identify their next steps in learning.

**Embed opportunities for pupils to apply and deepen their numeracy skills across the curriculum.**

- The headteacher has worked collaboratively with staff to create a progressive overview of mathematics and numeracy skills. This supports teachers to plan to develop pupils' knowledge of mathematical concepts and opportunities to use this knowledge in other areas of learning.
- Most teachers plan exciting opportunities for pupils to use their mathematical knowledge in real-life scenarios and to solve problems. In the best examples, the activities are suitably challenging and reflect the pupils' mathematical abilities well.
- Learning environments provide valuable opportunities for pupils to read and understand mathematical language. In addition, teachers provide good language models for pupils, supporting them to learn, understand and use new mathematical vocabulary through play and structured activities.
- Most pupils make strong progress in mathematics and use their understanding of mathematical concepts in other areas of learning with enthusiasm and confidence.
- Younger pupils explore number through play confidently, demonstrating a good understanding of numbers to 20, including number bonds and addition. Most older pupils solve complex problems accurately and adapt their calculations skilfully when challenged.
- Staff are beginning to develop a shared understanding of progression. They are working collaboratively with a local school to create examples of progression in mathematics and numeracy to support teachers in their planning.
- The headteacher regularly monitors the teaching and learning of mathematics and numeracy and has a good understanding of the school's strengths and future areas for development.

The school's/PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6692119>

Yours sincerely



**Liz Miles**

Assistant Director