

A report on
Pwll C.P. Mixed School

**School Road
Pwll
Llanelli
Carmarthenshire
SA15 4AL**

Date of inspection: May 2026

by

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

About Pwll C.P. Mixed School

Name of provider	Pwll C.P. Mixed 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	73
Pupils of statutory school age	62
Number in nursery classes	7
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 21.7%)	35.2%
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 9.2%)	61.3%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	12.9%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2010

A report on Pwll C.P. Mixed School
May 2026

Date of previous Estyn inspection (if applicable)	17/12/2018
Start date of inspection	18/05/2026

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

Pwll C.P. School is a highly inclusive and caring school, where the individual learning and well-being needs of pupils are prioritised fully. Warm relationships permeate the school, helping staff and pupils alike to work and interact in respectful and productive ways. Throughout the school, including the Autism Teaching Facility (ATF), pupils are well-behaved, friendly and engage positively with school life.

Provision for pupils with additional learning needs (ALN) both in the ATF and mainstream classes, is strong. Staff are knowledgeable and well-trained. Purposeful relationships with families and external partners help to ensure a shared understanding of pupils' additional needs, the support they receive and the progress they make.

Staff know pupils well and use strategies such as questioning and feedback successfully to help pupils to move their learning forward. Over time, most pupils make solid progress from their starting points. The prioritisation of pupils' language development helps them to develop valuable oracy, reading and writing skills as they move the school. A systematic approach to teaching mathematics supports pupils to make beneficial progress in their skills, knowledge and understanding. Pupils' handwriting and presentation skills are too variable though and their Welsh language development is slow.

The curriculum is interesting and flexible, and staff make sensible and sensitive adaptations to best match the needs of the pupils in their class. They take good account of pupils' interests to help make the curriculum engaging and accessible. There is a tendency for teachers to over-direct pupils. This reduces opportunities for pupils to make choices about how to express their learning.

Governors support the school well and are a visible presence. Along with leaders and staff they have a solid, first-hand understanding of the school's strengths and areas for improvement. Recent improvement work has had a positive impact on pupils' attendance and reading skills.

Recommendations

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

- R1 Improve pupils' handwriting and presentation skills
- R2 Give pupils more choice in how they express their learning
- R3 Improve pupils' Welsh oracy skills

What happens next

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

Main evaluation

Pwll C.P. School is a warm and welcoming school that embraces the wide range of needs of its pupils, giving them a safe and caring environment in which to develop their learning, well-being and life skills. There is a highly inclusive ethos and a strong focus on meeting pupils' varying individual needs. The determined strategic direction, vision and work of leaders, staff and governors ensure that these are met well overall. Relationships between home and school are strong. Nearly all parents appreciate the support the school provides for both their child and for them.

A majority of pupils in the school have additional learning needs (ALN) and many pupils start school with skills and knowledge below those expected for their age. Around half of pupils attend the school's autism teaching facility classes (ATF). During their time in school, most pupils, including those with ALN, those who attend the ATF classes and those who are eligible for free school meals (eFSM), make solid progress from their starting points and towards their individual targets.

Throughout the school, staff model positive behaviours and relationships successfully. The strong level of care and skill with which staff in all classes support, encourage and nurture pupils helps many to establish valuable levels of confidence, social and emotional skills. This supports their current development well and prepares them beneficially for later life.

Spotlight: Provision for pupils with ALN

Across the school's two mainstream classes and the ATF classes, staff have a deep understanding of pupils' additional needs and demonstrate a strong commitment to providing personalised support. Effective learning, behaviour and health plans reflect the school's thorough understanding of pupils' needs and provide clear targets for progress, helping most pupils with ALN to thrive. Calm, engaging and well-resourced learning environments help pupils remain focused and involved in their learning. Strong partnerships with parents and external specialists further strengthen and align support strategies. Thoughtfully enhanced transition arrangements prepare pupils with ALN well for the next stage of their education.

The ATF classes offer a carefully adapted curriculum that meets most pupils' individual needs effectively, supporting them ably from their earliest pre-learning stages. Robust assessment and tracking procedures ensure that staff know pupils well, helping them to provide appropriate support and challenge that enables most pupils to make valuable progress from their starting points. There is clear progression across the ATF classes, alongside effective use of resources and scaffolding that support engagement and independence productively. Strong collaboration between mainstream and ATF staff ensures valuable integration opportunities for ATF pupils. The consistent approach to developing pupils' communication skills helps many pupils develop appropriate language and choice-making skills successfully. This supports them to begin to express their needs, feelings and learning beneficially.

Across the school, teaching and learning move at an appropriate pace. Teachers make effective use of open-ended questions to deepen pupils' understanding, address misconceptions and identify next steps in pupils' learning. The impact of this approach is particularly evident in the school's reading provision. Here, well-targeted activities, helpful questioning and scaffold and useful feedback help many pupils to gain increased confidence and accuracy in their reading over time. Across most aspects of their learning, pupils value the feedback they receive from staff and use it productively to move their learning on.

The school takes a well-considered approach to the development of pupils' oracy skills. Pupils' earliest school experiences are rooted in rich and meaningful language, helping them to make sense of the world around them and form positive relationships with others. They build on this well as they move through the school, with many of the oldest pupils becoming confident communicators.

A structured and progressive approach to the teaching of writing gives pupils of all ages valuable opportunities to develop and refine their skills before writing at length. Many pupils use the language they develop through oracy work to help them make appropriate progress in the development of their writing skills over time. They apply their writing skills suitably across a range of relevant contexts. The teaching of mathematics is systematic and well-paced, helping many pupils to make solid progress in the development of their skills, knowledge and understanding from their starting points. Pupils' handwriting and presentation are often untidy and this occasionally leads to errors in their written and mathematics work. Opportunities for pupils to set out their mathematics work themselves are too infrequent.

The school is beginning to develop a progressive approach to the teaching of Welsh and staff, in general, model the language appropriately. A minority of pupils show an enthusiasm for the language and are happy to answer simple questions. Overall though, pupils' Welsh language skills are underdeveloped. In general, pupils make appropriate progress in the development of their digital, physical and creative skills.

Throughout the school, staff know their pupils well. Teachers take account of pupils' interests when planning learning and skilfully use a good variety of teaching approaches that maintain most pupils' engagement and enthusiasm throughout lessons. There is a tendency though for teachers to over-direct pupils through worksheets, writing frames and narrow tasks. This restricts the opportunities pupils have to make choices about how to express their learning independently. Throughout the school, pupils demonstrate clear enjoyment of learning and school life. Interactions between pupils are kind and respectful and behaviour is consistently good.

The school provides a curriculum that reflects its inclusive ethos, with a clear emphasis on the needs, lives and experiences of pupils. The curriculum is flexible and frequently adapted to meet a wide range of individual needs, with a strong focus on communication and interpersonal skills. Teachers plan engaging and relevant learning experiences based on the school's values, promoting enjoyment, well-being and effective learning. Staff support pupils' spiritual, moral, social and cultural development effectively, including promoting understanding of relationships, identity and LGBTQ+ lives through sensitive, developmentally appropriate learning experiences.

There is a purposeful culture of reflection in the school. Self-evaluation activities are efficient and productive, enabling leaders to gain a solid, first-hand understanding of the school. Recently, actions to address identified areas of need have led to improvements in pupils' attendance and reading skills. Governors know the school well and play an active role in its life and work. They carry out their role as critical friend appropriately, holding leaders to account for their work, whilst also providing valuable support and expertise.

Leaders distribute roles and responsibilities effectively. Throughout the school, staff carry out their work confidently and with a sufficient level of autonomy and trust, helping most to value the freedom they have to innovate in their work. All staff have access to, and engage positively with, a relevant package of professional learning, gaining valuable input and guidance from senior staff, school colleagues and external providers.

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

This and other Estyn publications are available on our website: www.estyn.gov.wales