



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

A report on

Llandeilo C.P. School

**20 Rhosmaen Street
Llandeilo
Carmarthenshire
SA19 6LU**

Date of inspection: June 2023

by

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

About Llandeilo C.P. School

Name of provider	Llandeilo C.P. School
Local authority	Carmarthenshire County Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	236
Pupils of statutory school age	187
Number in nursery classes	22
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 23.0%)	25.8%
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 16.1%)	29.4%
Percentage of pupils who speak Welsh at home	0%
Percentage of pupils with English as an additional language	17 pupils/8%
Date of headteacher appointment	01/09/2008
Date of previous Estyn inspection (if applicable)	22/05/2015
Start date of inspection	12/06/2023

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.

Overview

Llandeilo Primary School is a nurturing and welcoming school where all pupils treat each other with respect and consideration. Pupil behaviour is good and nearly all pupils enjoy learning and are positive about their school. Staff understand pupils' needs and ensure their well-being is a priority. The school listens to and considers the views and opinions of pupils effectively. The school communicates with parents and the community beneficially. However, rates of attendance are low and significantly below the school's own target.

Senior leaders ensure that pupils are an important part of curriculum development. Teachers provide beneficial opportunities for pupils to influence what and how they learn. For example, in the explore phase of the survival topic, pupils' interests led the direction of the topic, ensuring that pupils were highly motivated. Teaching and provision across the school is effective with a strong use of outdoor learning and purposeful learning activities. Teachers prioritise practical learning experiences with a clear focus on skills, however opportunities for pupils to develop extended writing skills and Welsh oracy are underdeveloped. Teaching and provision for younger pupils is a strength of the school. Teachers plan effectively to develop outdoor learning and skills.

Senior leaders distribute leadership responsibilities and support staff beneficially to develop their skills. Senior leaders give staff time to collaborate, research, and trial new initiatives which positively impact provision, like the development of the new curriculum. Staff take a prominent role in self-evaluation and have accurately recognised areas for development. However, the pace of improvement for some priorities, like extended writing and Welsh oracy, are too slow. Governors are well informed, supportive and active in supporting school development. For example, governors prioritised additional meetings to ensure a focus on teaching and learning and curriculum development.

Recommendations

- R1 Improve the effectiveness of school improvement actions
- R2 Ensure opportunities for pupils to write at length across the curriculum
- R3 Improve attendance
- R4 Further develop Welsh oracy across the school

What happens next

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

Main evaluation

Learning

During their time at school, most pupils, including those with additional learning needs (ALN) and those eligible for free school meals, make good progress from their individual starting points. As they move through the school, most pupils deepen their understanding, acquire knowledge and develop their skills in an interesting range of learning contexts.

Younger pupils talk confidently about their work and listen exceptionally well to other pupils and their teachers. Nearly all respond well to their peers, ask appropriate questions, and express their opinions respectfully. As pupils move through the school, they continue to develop their speaking and listening skills effectively. Most older pupils share their ideas confidently, particularly when giving their views and providing explanations. They use appropriate vocabulary and communicate effectively in discussions. Most pupils are articulate and confident speaking to visitors and peers alike.

Most pupils' reading skills develop successfully. By the end of Year 2, most read fluently and decode unfamiliar words accurately using effective phonic strategies. By Year 6, most pupils read a variety of challenging texts with good understanding. They are confident readers that use their reading skills well to research information from various texts and relevant websites to enrich their work across the curriculum. For example, they research purposefully the impact overfishing and pollution has on the stock of tuna in our sea.

Most younger pupils' early writing skills develop successfully through mark making, drawing symbols, and writing letters in a range of contexts. By Year 1, most apply their phonic knowledge to spell simple words and write simple sentences correctly, such as to describe different reptiles. By Years 3 and 4, many write competently with appropriate punctuation and grammar, and begin to edit and improve their writing purposefully. Many older pupils develop their writing skills appropriately and show a sound grasp of familiar spelling patterns, paragraphs and punctuation. However, pupils do not use the skills they have learnt to produce extended pieces of writing across all areas of learning, independently.

Most pupils develop appropriate mathematics skills. On the whole, they acquire an increasing range of number skills regularly in mathematics lessons and activities throughout the year. Most younger pupils use their number skills effectively when solving practical problems, for example, whilst buying seeds in the garden centre they calculate how many seeds can be bought with a set amount of money. Year 2 pupils use their knowledge of units of measurement to correctly measure the length of a variety of small mammals. As pupils move through the school, most develop a beneficial range of mathematical skills suitably, for example in Year 4 they use their understanding of percentages to calculate the sale price of different items.

Most pupils' information and communication technology (ICT) skills develop soundly. They use these skills successfully to research and support their learning regularly in the areas of learning and experience. The youngest pupils give instructions to a

programmable toy confidently and persevere for appropriate periods to solve problems. In Year 3, pupils use data bases purposefully to collect information about different food groups in various dishes. In the oldest classes, pupils use spreadsheets effectively to input data about different habitats and use formulae to calculate average temperature and rainfall.

Most pupils develop their creative skills well and they use them successfully across the curriculum. For instance, they experiment with natural ingredients when cooking soup in the schools' allotment. The youngest pupils are adventurous when experimenting with a variety of natural materials, such as using a mixture of leaves and twigs to create a framed picture of a flower. Pupils across the school enjoy performing and taking part in various musical activities, for example, by making percussion instruments to create music in the outdoor areas and participating in local musical recitals led by famous musicians.

Most pupils develop their physical skills well through a variety of beneficial experiences and activities. The youngest pupils use the bicycles energetically and demonstrate good balancing skills. These skills are developed further as pupils take part in a good range of physical activities. For example, pupils in Years 3 and 4 develop their physical and problem-solving skills by working collaboratively to complete the school orienteering course.

Younger pupils develop their early Welsh language skills successfully and respond enthusiastically to questions about the weather and colours. Older pupils respond well to a range of basic instructions about their work and class routines. Many older pupils use an appropriate range of basic language patterns. However, older pupils are not yet confident enough to use their Welsh language skills beyond the classroom environment.

Well-being and attitudes to learning

Nearly all pupils are proud to be a pupil at their school. They enjoy school and engage enthusiastically in activities both in the classroom and outdoors. However, attendance across the school, including for vulnerable learners is lower than the target the school has set itself and the local authority average. A few pupils are persistently absent from school. Nearly all pupils feel safe and cared for in the school's nurturing environment. Most pupils have a good understanding of how to keep themselves safe, including when learning outdoors.

Most pupils know the importance of living a healthy lifestyle and demonstrate this well when planning nutritious meals to cook for 'Bocs Bwyd', a school-based shop selling food and essentials at a reduced price. Most pupils participate energetically in the lunchtime sports activities that are managed by the Sports Ambassadors. Older pupils learn new skills, including abseiling and climbing, when attending a residential visit to Pendine. A few pupils have taken responsibility for designing 'Digi Dog' the school mascot. The school's 'Digi Dog' character acts as reminder for pupils about the importance of taking care when working and playing online and helps to ensure that most pupils have a good understanding of online safety.

As pupils move through the school, they develop effective learning skills. They take ownership of their work and present work independently in their learning journals. As

a result, nearly all pupils are highly motivated to complete their inquiries and research topics of interest.

Many pupils, including those with ALN, take on leadership roles and carry out their duties diligently. They make important decisions about what they want to learn and contribute their ideas to whole school decisions confidently. Most pupils feel they are listened to. For example, they were confident that teachers would respond positively when they asked for a theatre for the school yard to help develop their creative skills during playtimes.

Nearly all pupils develop their entrepreneurial skills very well through regular fundraising projects. For example, when contributing to the 'Bocs Bwyd' project, they demonstrate how well they research, write recipes and calculate profit. Many older pupils, when organising a campaign to reduce single use plastic, show their respect for the environment and demonstrate how choices impact the environment.

Nearly all pupils, have a positive attitude to learning, they settle quickly into daily routines, fully engage in tasks and enjoy their inquiry-based learning activities. Most pupils throughout the school, work well independently and in small groups. They concentrate on tasks for a period of time appropriate to their age. They support each other with their learning. Most pupils are eager to explore new ideas through inquiry, this develops well as the pupils move through the school.

Most pupils respond well to verbal feedback in focused activities and use this feedback to further improve their work. Many pupils are developing an ability to evaluate their own and other pupils' learning.

Nearly all pupils behave exceptionally well in school. They demonstrate high levels of tolerance and respect towards each other. Many pupils have a fair understanding of their rights and their responsibility to respect the rights of others, such as by listening to different opinions. For example, when discussing the greatest impact on sea pollution, pupils listened with empathy to different views. Relationships between pupils and staff are a strength of the school and help lead to the friendly, family ethos that pervades the school.

Teaching and learning experiences

Teachers ensure that lessons move at a good pace and pupils are engaged and able to make progress with their learning. A particular strength is the professional relationships between staff and pupils. Staff know their pupils well, and this supports them to provide well-tailored activities that meet the needs of nearly all pupils, including those who experience barriers to their learning. Learning support assistants provide valuable support to these learners. They use their expertise thoughtfully to know when to intervene and when to allow the pupil to persevere independently.

In most cases, teachers use questioning and probing techniques skilfully to help pupils extend their knowledge and skills and explain their understanding of their learning. Opportunities for pupils to assess and reflect on their own progress and that of other pupils are developing successfully.

Teachers provide useful feedback on pupils' work, which allows pupils to deepen their understanding and correct errors. In the most effective practice, teachers share purposeful verbal feedback, to assess the quality of pupils' work and target any needs promptly. These strategies help pupils understand how to improve their work to make further progress in their learning. However, written feedback is not always specific enough to extend pupils learning.

The school has a strong shared vision for teaching and learning, which is linked successfully to a purposeful curriculum. This curriculum provides a broad and balanced range of learning experiences that are in keeping with the philosophy and purpose of the Curriculum for Wales. Teachers' planning ensures that pupils have valuable opportunities to advance their own inquiries linked to their concepts. For example, Year 6 pupils take inspiration from a visit to the local market part to plan their own festival of the senses event.

The school takes full account of pupils' individual learning needs in the planning of the curriculum. The strong emphasis on pupil choice, when planning activities, has a significant impact on pupil engagement in lessons. For example, all pupils take part in planning the start of new inquiries using a range of 'thinking routines' to ask purposeful questions. As a result, most pupils feel that they make a valuable contribution to planning their learning and engage well in lessons. The school is effective in ensuring that this includes pupils eligible for free school meals and those from low-income families.

Teachers plan thoroughly to help pupils make good progress in their speaking, listening, reading and numeracy skills through purposeful tasks. For example, as part of the Year 6 work on the concept 'Change', pupils develop their reading, writing and digital skills effectively when they research the way that people in Wales and the rest of the world follow different religions. However, teachers do not plan enough opportunities for pupils to write at length in all areas of the curriculum.

The curriculum includes effective opportunities for pupils to learn about the culture and heritage of Wales. For example, teachers ensure that pupils visit local and national sites of cultural interest, such as the Welsh Folk Museum to study the development of Welsh homes through the ages. Provision to develop pupils' Welsh language skills is appropriate. The staff model a suitable range of greetings, instructions and questions. However, the provision does not support pupils to progressively develop their Welsh language skills well enough over time. Teachers do not develop and extend the learning of more complex language patterns as pupils move through the school.

Staff provide regular opportunities for pupils to benefit from working in the school's extensive and stimulating outdoor environment, including the school's allotment. This contributes significantly to the well-being of pupils of all ages and provides valuable opportunities for them to enhance their skills. For example, pupils use natural materials creatively to design their own jewellery and to develop basic woodworking skills when making Christmas trees from reclaimed pallets. Nearly all pupils work collaboratively to grow, prepare and cook vegetables on the fire as part of their very successful 'Nature, Nurture and Nutrition' project.

School reports to parents and carers provide detailed information about their child's progress and attitudes to learning. They also include useful targets to highlight the next steps for learning for individual pupils.

Care, support and guidance

The school is a caring community and the well-being of both pupils and staff is a priority for the school. Teachers and support staff understand pupils' needs well and they respond promptly to their emotional and social needs. Staff make very good use of the outdoor learning environment to develop pupils' physical and mental well-being. This supportive and friendly atmosphere helps nearly all pupils to feel safe and settled in school and contributes significantly to their overall well-being.

The provision for pupils identified as having ALN is highly effective and a strength of the school. The school's ALN co-ordinator works in partnership with staff and parents to ensure early identification, tracking and support for individuals and groups of pupils. Teachers provide detailed learning plans for pupils, which match their needs effectively. The school collaborates well with a range of outside agencies to plan additional, specialist support to pupils with a range of learning, emotional and social needs. These arrangements along with regular basic skills sessions, where all pupils work on individual targets ensure that nearly all pupils, including ALN pupils make good progress. The care, support and learning experiences provided by staff in the school's nurture base are very strong.

The school has robust systems in place to reduce the impact of poverty on pupil progress and well-being. Staff ensure that all pupils have opportunities to represent on pupil voice groups and provide purposeful additional support in class to ensure equity for all.

Staff support pupils to understand the importance of values such as collaboration, empathy and resilience successfully. In collective worship, teachers use stories effectively to represent the school values with younger pupils and provide opportunities for older pupils to stop and reflect. School staff use positive praise to encourage good behaviour and respect very successfully. Staff ensure that pupils' welfare and safety are an integral part of school life. This positive ethos, along with effective curriculum opportunities to develop an understanding of equality and diversity, helps staff to create inclusive classrooms.

Staff provide a diverse range of trips and visits to support pupils' spiritual and cultural development effectively. This helps engage pupils in their learning and includes trips to a local garden centre as part of the whole school 'Bocs Bwyd' project. Teachers plan regular opportunities to celebrate Welsh heritage and culture, which include working with local artist Kate Glanville and visiting Dinefwr Castle.

The school provides valuable opportunities for all pupils to make decisions about important aspects of school life. Teachers listen to pupils' ideas about what they want to learn before planning their concept inquiries. This helps to motivate and engage pupils effectively. Pupils, including disadvantaged pupils and those with ALN, take on leadership roles as members of a variety of pupil voice groups.

The school's arrangements for safeguarding are robust and give no cause for concern. All staff understand their roles and responsibilities in contributing to the safety and well-being of the pupils. The school provides a good range of opportunities for pupils to learn the importance of staying safe, including online safety.

The school monitors pupils' attendance closely and communicates with parents. However, this has little impact on improving attendance.

Leadership and management

The headteacher has a clear vision for school improvement with a focus on well-being and inclusivity for all pupils. She has high expectations for staff, supports their development and allows all staff to lead on responsibilities to secure improvements in provision. As a result, progress in the implementation of the curriculum for Wales and provision for pupils with additional learning needs are strong.

Senior leaders ensure professional learning is well considered, and staff development is given a high priority. Leaders are committed to developing the capacity of the staff team. They provide effective opportunities for all staff to enhance their knowledge and skills. Staff collaboration is effective, and leaders place a strong priority on improving the leadership skills of staff. Senior leaders include governors in the training schedule and link professional learning closely to school improvement priorities. All staff have time to undertake research and to trial and evaluate initiatives that could develop provision. Professional development impacts positively on provision. For example, research and training on the concept-based inquiry approach has led to the development of a purposeful and engaging curriculum.

Leaders engage with a wide range of stakeholders to contribute to self-evaluation and improvement work. A particular strength of the school is the way that staff gather pupils' views on learning experiences. For instance, pupil surveys indicated that the previous curriculum approach was not popular, particularly with older learners and this was a key reason for change. Staff and leaders have a strong relationship with parents and collaborate with them effectively. For example, staff worked with parents to adapt the format of pupils' annual reports, to ensure that they were appropriate for parents. Parents take part in open days and come into class with their children to share and understand, the new concept-based curriculum. Leaders collaborate with parents about their preferred methods of communication and this willingness to consult with parents has ensured an effective partnership between home and school.

Leaders ensure that safeguarding and well-being are given a high priority throughout the school. The school 'Cwtch' ensures a safe space for staff to support vulnerable learners. Daily well-being discussions and the use of an app for pupils to express concerns or worries, ensure that all pupils with an identified need or concern can access support. Whole-school initiatives and training to support pupil well-being impact positively on provision.

All staff are involved in self-evaluation activities. Senior leaders support less experienced staff in their monitoring and to create action plans. Staff groups evaluate every area of learning and experience annually to identify strengths and appropriate areas for development. However, the pace of improvement for some priorities is too

slow. Specifically, targets to develop extended writing and Welsh language skills have not been fully implemented and have not impacted on pupil progress. The number of priorities in addition to work on curriculum for Wales and ALN act mean staff leading on priorities find it hard to complete all activities with sufficient rigour.

Governors have a secure understanding of the schools' strengths and areas for development. They take an active role in school life and self-evaluation and challenge the school to ensure provision is robust. For example, governors challenge the school on provision to develop higher order reading skills and challenge for more able pupils. Governors actively support senior leaders to discharge their responsibilities and ensure staff development and well-being is a priority. For example, governors take a lead on ensuring that all statutory policies are reviewed and ratified, which allows senior leaders time to focus on developing teaching and learning. Governors monitor spending robustly and prioritise provision for pupils. Governors ensure that the school complies with healthy food and drink legislation. Governors work with school leaders to ensure a robust safeguarding culture.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer 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

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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