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

A report on

Llanmiloe C.P. School

Llanmiloe
Pendine
Carmarthenshire
SA33 4TU

Date of inspection: March 2023

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Llanmiloe C.P. School

Name of provider	Llanmiloe C.P. School
Local authority	Carmarthenshire County Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	73
Pupils of statutory school age	62
Number in nursery classes	2
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%)	21.8%
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%)	19%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	
Date of headteacher appointment	01/04/2019
Date of previous Estyn inspection (if applicable)	01/09/2014
Start date of inspection	20/03/2023

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

Llanmiloe Primary School is a happy school where pupils and staff feel valued. Most pupils, including those with additional learning needs, are enthusiastic learners and make strong progress. Leaders have a clear understanding of the school's strengths and areas for development and work diligently to make improvements that benefit all pupils.

Nearly all pupils behave well, demonstrate good manners, humour and kindness to each other and adults. Staff value pupils' opinions, are good language role models and provide good opportunities for pupils to talk and share their ideas. As a result, many pupils are confident and articulate, and develop strong oracy skills. Many pupils take on leadership roles and make positive changes for all pupils at the school. For example, they lead learning experiences such as sports activities or Welsh awards, which all pupils look forward to and participate in enthusiastically.

Teachers plan engaging and interesting topics for pupils and these often reflect the rich heritage of the local area. They plan effectively for the ability range of pupils in each class and are working well together to develop and refine approaches to the Curriculum for Wales. Teachers know their pupils well. They make lessons engaging and as a result most pupils develop good attitudes to learning and are keen to share their achievements. However, teachers do not always ensure that pupils have good enough opportunities to improve the quality their work.

A particular strength of the school is the strong sense of community between staff, governors, and families. This has been particularly important over recent months as the school has moved through a challenging period. There is a shared commitment across the school community to support its children and to help them become lifelong, ambitious learners who treat others well.

Recommendations

R1 Improve approaches to teaching and assessment to challenge and engage all pupils in their learning

R2 Strengthen the role of middle leaders in improving teaching and learning across the school

R3 Embed opportunities for pupils to apply and deepen their numeracy skills across the curriculum

What happens next

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

Main evaluation

Learning

Most pupils begin school with levels of understanding and skills around those expected for their age. As they move through the school most pupils, including those with additional learning needs, make good progress across many areas of the curriculum.

Pupils' creative skills are developing well across the school. For example, they work with local artists to develop animation skills, create digital music and produce quality watercolour paintings.

Nearly all pupils make strong progress in their literacy skills. They interact confidently with adults and talk enthusiastically about their school and their learning. In the foundation class, pupils often speak clearly and communicate their needs effectively when speaking to adults and playing with one another. They respond quickly to instructions and listen well to what is happening in the classroom. They talk with confidence when explaining their learning, for example when using scientific language to explain how they use different forces to make boats move across the water tray.

As pupils get older, most continue to develop very strong oracy skills. They ask and answer questions confidently and use subject-specific vocabulary accurately when discussing their work. Many explain their learning clearly and use language confidently, for example when discussing the life of historical figures such as Amelia Earhart.

Overall, pupils' reading skills develop well. Younger pupils begin to develop a love of reading when listening carefully to stories shared by adults. Pupils develop their phonic knowledge quickly and use it well to decode unfamiliar words and read a variety of texts purposefully. As they progress through the school, most pupils read with growing confidence. They self-correct appropriately and can explain the difference between fiction and non-fiction books and why they enjoy them. Many older pupils read accurately in various contexts and there is a positive culture of reading growing across the school.

From a young age, most pupils show enthusiasm for writing and develop their skills quickly. Pupils in the foundation class label their drawings and write lists, notes and messages. Pupils in Year 3 and 4 continue to write well, expressing their ideas with increasing freedom and success. Older pupils write suitably across the curriculum for a range of purposes. For example, they produce non-chronological reports about creatures in their topic work on Oceans. However, older pupils' writing often lacks craft, and their written work does not always reflect the quality of their spoken language.

Pupils are developing their use of spoken Welsh well across the school. They are proud of their Welsh heritage and have positive attitudes to using Welsh. Younger pupils sing songs in Welsh and respond enthusiastically to simple everyday instructions. As they move through the school, pupils build upon these early skills

well and develop confidence in extending their responses to simple questions. Many older pupils can hold simple conversations independently using a good variety of language patterns and are developing well as confident Welsh speakers.

Most pupils make good progress in their mathematical development. From a very young age, pupils develop a clear concept of number. They can count easily to 20 and recognise and use number in their play, for example, when ordering cars into a car park in the sand tray. Pupils in Year 1 and 2 describe shapes using appropriate mathematical language and use this knowledge to discuss everyday items and their properties. Almost all pupils in Year 3 and 4 have a good understanding of the units of measurement and use these skills to measure the length of spear throws as part of their topic on the Stone Age. Older pupils use the four rules of number competently and when given opportunities, apply these skills to solve problems. For example, pupils use bus and train timetables to plan journeys and older pupils plan a Buddhist pilgrimage working out the cost of flights, hotels and excursions. However overall, pupils do not always apply their numerical problem-solving skills at a high enough level in more challenging contexts across the curriculum.

Most pupils are beginning to use technology confidently to support their learning across the curriculum. Younger pupils use programmable toys to understand movement and direction and older pupils are beginning to develop their coding skills to create simple games and animations. Pupils use a range of digital tools to present their work and are beginning to use databases and make simple graphs to illustrate data.

Well-being and attitudes to learning

Nearly all pupils feel safe and secure in school. They are courteous and polite to adults and show respect for their classmates. They greet each other with a smile and use the Welsh language confidently to welcome visitors. Pupils trust their teachers and know that staff will listen to their ideas or help them with any difficulties. They appreciate the support they get from teachers, support staff and volunteers who help them with their reading.

Nearly all pupils demonstrate very good standards of behaviour during lessons and when moving around the school. They have a good understanding of the importance of rules, rewards, and sanctions and all classes create their own rules at the start of each year. Pupils have a clear understanding of how these rules reflect the school ethos of treating all with respect.

Most pupils have a positive attitude to their work, are ready to learn and demonstrate enthusiasm and enjoyment in their learning. They listen well to staff and work well together in pairs and groups. Many pupils show respect for the contributions of others and are confident to share their own ideas. For example, younger pupils carefully consider the pros and cons of giving the naughty gingerbread men a second chance.

Most pupils discuss their work confidently with visitors and talk with enthusiasm about their class projects. They show perseverance when working on longer topics that interest them. For example, older pupils work purposefully with research scientists to learn about the locally endangered Angel Shark then present their projects to a wider audience.

Pupils are proud of their achievements and show confidence when expressing themselves creatively. For example, older pupils convey different moods and feelings, through music, inspired by their work on the Windrush generation.

Nearly all pupils take an active role in the life of the school and pupil voice groups have a meaningful impact on some aspects of school improvement. Pupils develop their leadership and communication skills through roles such as chair, vice chair and secretary. The Pupil Management Board represents the whole school community and pupils fulfil their responsibilities conscientiously. For example, the Criw Cymraeg successfully raise pupils' enthusiasm for speaking Welsh by leading assemblies and presenting class awards. These groups also impact positively on pupils' health and wellbeing. For example, the Bronze Ambassadors lead daily physical activities such as cycling and team games for all pupils in the school.

Nearly all pupils have a good understanding of the importance of healthy eating and drinking. They make good choices about the food they bring to school and understand the benefit of daily exercise. They play a range of games and sports during break and lunchtimes and nearly all pupils enjoy the physical challenge of learning and working in the forest school.

Pupils are attending school more regularly this year compared to last year, when the COVID-19 pandemic had a negative impact nationally on school attendance. A particular strength of the school is the relatively high attendance of those pupils eligible for free school meals.

Teaching and learning experiences

Teachers and staff across the school have developed strong working relationships with pupils. They show care, humour, and kindness and, as a result, most pupils enjoy taking part in lessons and are comfortable to seek help and ask for support.

Leaders and staff have worked collaboratively with parents and governors to create a strong vision for their curriculum, which is inclusive and takes account of the school's values. They work well together to create exciting and engaging learning opportunities that endeavour to widen pupils' horizons and be part of the world around them. Immersion days, where certain topics are covered in more depth enthuse pupils, and teachers use these to include pupils' ideas about what they would like to learn. This has a positive effect on pupils' attitudes to learning.

Teachers plan carefully for the wide range of abilities across classes to ensure that pupils access the curriculum at a suitable level. Topics are broad and balanced, and teachers are improving their understanding of progression in learning to create a curriculum that meets the needs of all pupils. In a few instances, older pupils are not sufficiently challenged and as a result do not always produce work to the best of their ability.

Teachers plan well for the development of pupils' literacy skills, particularly reading. There is strong provision that contributes well to creating a positive culture for reading across the school, including the use of quality books linked to topics, guided reading sessions, the use of volunteers and strengths in the teaching of phonics.

Provision to develop pupils' digital skills is appropriate. Teachers ensures that pupils have relevant opportunities to develop a range of suitable skills when working with devices and software.

Teachers' planning to develop pupils' skills in mathematics and numeracy is generally effective. They plan well for the provision of basic skills across the school and are beginning to provide opportunities for pupils to develop their problem-solving skills. However, opportunities for pupils to apply their numeracy skills in more challenging contexts across the curriculum are underdeveloped.

The school has made good recent progress in planning effectively for the development of pupils' Welsh language skills. Teachers and teaching assistants act as good role models for the use of spoken Welsh and a recently introduced Welsh language scheme has improved teachers' knowledge and understanding of effective teaching and progression in Welsh.

Teachers and support staff know their pupils well. Support staff work diligently to integrate those pupils with additional learning needs into the classroom and most staff mange pupils' behaviour effectively. As a result, most pupils engage purposefully with their learning tasks and maintain focus throughout lessons. However, in a few lessons, approaches to classroom management are less effective and as a result, pupils do not listen well enough to staff or their peers.

Many lessons are well paced, and teachers ensure that pupils have regular opportunities to articulate their own thinking and share their ideas. As a result, most pupils across the school, particularly those in the foundation class, make very strong progress in using their oracy skills.

Overall, most teachers have a secure knowledge of the subjects they are teaching and provide clear explanations that help pupils understand what they are supposed to do. Staff are beginning to develop a range of formative approaches to assessment to monitor pupils' progress and adjust teaching to meet the needs of learners. For example, they use questioning to check for understanding and provide suitable verbal feedback to pupils to support progress. However, approaches are not always used consistently across the school, and there are insufficient opportunities for pupils to be meaningfully engaged in assessing and improving their own work and that of their peers.

Teachers give useful written feedback to help pupils recognise and correct basic errors. In a very few instances, teachers' written comments are worthwhile in extending pupils' thinking or help check for understanding. Pupils in Year 2, for example, respond thoughtfully when challenged to explain how the sea becomes salty. However, written feedback for older pupils is not always specific enough to help them understand their next steps and teachers do not always provide sufficient opportunities for pupils to improve or extend their work.

Learning in the outdoor environment is a strength of the school. Teachers seize opportunities to immerse pupils in the natural world and develop their enthusiasm and enjoyment for the outdoors. Pupils take regular part in forest schools sessions and apply their skills outdoors. For example, pupils develop their vocabulary using their senses to describe the woodlands then apply this in their writing.

Care, support and guidance

All members of staff work with dedication to support pupils' emotional and social needs. The health and well-being programme provides good opportunities for pupils to develop their skills, attitudes, and behaviours to help them learn and engage positively with the school and the wider community. As a result, the school is a calm and positive environment with a strong ethos of mutual respect. Pupils and staff share and understand the school's expectations to 'be safe, be ready, be respectful'.

The school successfully develops pupils' understanding of respect and tolerance for others. For example, the youngest pupils celebrate difference, and discuss what can they do about bullying and how to build their own resilience when dealing with conflict. Older pupils, learn about their rights and responsibilities, for example in understanding and challenging racism.

The school provides useful opportunities to support pupils' spiritual and cultural development. For example, they learn about different religions and older pupils share their own dreams and goals and compare them to the goals of young people from a different culture.

The school has effective provision for pupils with additional learning needs (ALN). The additional learning needs co-ordinator (ALNCo) works alongside all staff to consider the individual needs of pupils. The school has a very clear overview of its provision for supporting pupils with ALN provision map, and pupils' targets are precise, manageable and evaluated regularly by staff. The school works well with parents to share targets and keep them informed about the progress their children are making.

Support staff are skilled at supporting pupils with ALN and trained in a wide range of interventions, related to pupils social, emotional and learning needs. Support staff work closely with class teachers to monitor and share pupil progress and ensure that provision is adapted to best meet their needs.

The school works well with the local authority to provide additional support for pupils, for example when providing additional emotional literacy support to help the school through a difficult period.

The school provides very good opportunities for pupils to develop an understanding of issues such as diversity, equality, and inclusion though planned curriculum themes. Staff encourage pupils to take on responsibility and to contribute to the school and wider community through a number of pupil-led groups, including the Eco Committee, Digital Leaders and the Bronze Ambassadors. These groups have had a significant impact on the life of the school, for example by improving the quality of outdoor play and raising awareness of how to stay safe online as part of safer internet day.

The school provides good opportunities for pupils to engage with the creative arts in a range of contexts. For example, pupils learn to play woodwind instruments and enjoy working with a beat boxer musician to produce a musical composition. Staff offer a good variety of extra-curricular clubs. These are well attended and provide a valuable extension to the learning opportunities offered by the school, such as the

Welsh and music clubs. The school also provides good opportunities for pupils to participate in sporting activities such as swimming and rugby by taking part in festivals such as the Urdd or competitions organised by a local rugby team.

The school has a suitable culture of safeguarding. Leaders ensure that there are robust policies and procedures in place, and all staff understand how to ensure the safety of learners and staff. Pupils feel safe and secure in school, and there are effective approaches in place to address any reported bullying.

The school's procedures for monitoring and improving pupil absence are secure and have recently been strengthened, for example by using pupil groups to give class attendance rewards. This is having a positive impact across the school and pupils are keen to ensure they do not miss lessons.

Leadership and management

The headteacher, governors and staff share a clear vision for the school where learning opportunities inspire curiosity and pupils have a strong sense of their place in the heart of the community. The headteacher staff, governors and local authority have worked sensitively together to guide pupils and families through a challenging period in the life of the school and the culture of mutual support is commendable.

Governors are an active part of school life. They are proud of the community they serve and work well together to support the headteacher and staff, being mindful of their wellbeing. The headteacher ensures that governors have a good understanding of national priorities, including the purpose driven nature of the Curriculum for Wales and a strong commitment to improving pupils use of the Welsh language.

Leaders use a suitable range of evaluative approaches to make judgements about the schools' priorities for improvement. These include regular learning walks, book scrutinies and listening to learners, as well as taking advice and support from the local authority improvement officer. Leaders use this information to make accurate judgments regarding the quality of teaching and learning across the school and, as a result, the generally identify the school's priorities suitably. However, in a very few instances, priorities for improvement do not identify clearly enough the expected impact of teaching on pupils' skills and understanding.

The headteacher works diligently to monitor progress towards the school's priorities and take suitable actions to secure improvement. The headteacher is beginning to strengthen the role of middle leaders to improve their role in self-evaluation and improvement planning. In a few instances this is beginning to have a positive impact on provision, for example in improving pupils' Welsh language skills across the school. However, these leadership roles are at an early stage of development and do not yet impact well enough on the quality of teaching and pupils' learning across all areas of the curriculum.

Leaders keep governors well informed about the school's priorities for improvement. They receive regular updates from the headteacher and meet with staff and pupils to discuss progress. As a result, governors clearly understand why these priorities are identified and ensure that leaders and staff are challenged and supported appropriately to move the school forwards. In a few instances, governors ensure that

immediate areas of concern are addressed quickly, for example to improve the attendance of pupils or to ensure the suitability and security of the school site.

Leaders ensure that there are useful opportunities for staff professional development. These often support whole-school improvement priorities, for instance to improve the teaching of writing. There are good opportunities for teachers to collaborate with colleagues across local schools, for example when developing a common understanding of how pupils progress in their learning across the curriculum. However, arrangements for professional development do not always maintain a clear focus on aspects of teaching that impact most on pupils' learning, such as effective approaches to formative assessment.

Governors and leaders work to ensure that families who are disadvantaged by poverty are well supported, for example by supplementing the cost of school trips or helping them to apply for grants. They ensure that there are suitable arrangements for promoting healthy eating and drinking.

School leaders and governors manage finances well and make prudent decisions that benefit all pupils. The school is well resourced and uses grants such as the pupil development grant carefully to provide additional support for learners.

The headteacher and staff develop strong and effective links with parents. Communication is regular and purposeful, and helps parents understand the progress their children are making. Parents feel involved in school life and are proud to be part of a community, which offers mutual support. As a result, leaders, staff and families work exceptionally well together to overcome adversity and meet the needs of their children.

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:

Publications Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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