



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

A report on

Llandybie C.P. School

**Llandybie
Ammanford
Carmarthenshire
SA18 3JB**

Date of inspection: July 2022

by

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

This report is also available in Welsh.

About Llandybie C.P. School

Name of provider	Llandybie C.P. School
Local authority	Carmarthenshire County Council
Language of the provider	Welsh-medium
Type of school	Primary
Religious character	
Number of pupils on roll	239
Pupils of statutory school age	182
Number in nursery classes (if applicable)	35
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 21.3%)</i>	21.5%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 20.6%)</i>	26.4%
Percentage of statutory school age pupils who speak Welsh at home	36.8%
Percentage of statutory school age pupils with English as an additional language	0%
Date of headteacher appointment	03/04/2019
Date of previous Estyn inspection (if applicable)	17/09/2013
Additional information	

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from 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

Llandybie C.P. School is a caring and friendly learning community that promotes the importance of pupils' good behaviour successfully. A notable element of provision is the way in which staff engage effectively through a number of daily activities to ensure pupils' wellbeing, including their emotional wellbeing. Most pupils show positive attitudes to their work and make sound progress in their learning. By Year 6, they communicate confidently in Welsh and English with their peers and the school's staff. Most read meaningfully and write in different styles and contexts successfully. Most pupils' numeracy and digital skills are developing well and they apply them skilfully when engaging enthusiastically in class activities.

Pupils have a strong voice in the school's life and, through various groups, have a positive influence on the school's provision and ethos. For example, the Criw Cymraeg works tirelessly to promote social use of the Welsh language. Most teachers plan interesting learning experiences that enable pupils to develop their skills appropriately. At the top of the school, the experiences that are planned provide challenge and stimulation, igniting pupils' imagination and enabling them to develop a wide range of skills, including their creative skills, very effectively. However, there is room to share this good practice with teachers across the school to expand opportunities further for pupils to practise and apply their cross-curricular and creative skills within learning experiences. Although pupils are successful independent learners from an early age, there are not enough opportunities for them to make choices independently in relation to their learning.

The headteacher and members of the senior team lead the school well and share a clear vision to provide education that supports pupils' wellbeing and enables them to achieve high standards. Self-evaluation arrangements have been implemented effectively and practitioners and governors are part of the process of identifying strengths and developing specific areas for improvement. The expertise of members of the governing body is used purposefully and they have a strong knowledge of the school and support the staff effectively.

Recommendations

- R1 Expand opportunities for pupils to practise and apply their basic and creative skills both inside and outside the classroom
- R2 Ensure that all pupils in Years 1 and 2 have consistent access to stimulating learning areas that are developmentally suitable both inside and outside the classroom
- R3 Expand opportunities to pupils to make decisions in relation to their learning

What happens next

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

Main findings

Learning

On entry to the school, most pupils' skills correspond to what is expected for their age, except in Welsh, which is a new language to many of them.

As they move through the school, most pupils make sound progress, including those with additional learning needs. They build successfully on their previous learning and apply new knowledge quickly to new experiences and situations.

Nearly all pupils' speaking and listening skills are sound across the school. Many pupils who have no Welsh language skills on entry to the school use the language purposefully by the end of the reception class. For example, they use appropriate vocabulary and simple sentences to record a news report about the disappearance of Flap the duck. By the end of Year 2, most pupils speak Welsh confidently with adults and use an increasing range of vocabulary successfully. Most pupils develop their oracy skills further during their time in Year 3 to Year 6 and begin to consider the audience purposefully. The spoken Welsh of most pupils who are educated through the medium of English is very robust and they have a good awareness of the area's Welshness and culture.

Sound reading skills are used by most pupils. By Year 2, most read a range of texts clearly and coherently. They respond well to the content of their books and build unfamiliar words methodically by using purposeful phonic strategies. At the top of the school, most pupils pronounce clearly when reading in both languages. They enjoy reading fictional and factual books and research meaningfully on the internet, for example to find information and create a welcome pack for refugees from Ukraine who come to Wales for refuge. As a result, they use their higher-order reading skills productively to gather specific information from different useful sources.

Many pupils' early writing skills are developing effectively. Pupils begin to make marks and write letters and monosyllabic words in the reception class as they make records in a suitable variety of activities. They become increasingly independent and, by Year 2, many pupils develop their ideas sensibly and most have a sound grasp of punctuation and spelling.

By the time pupils reach Year 6, most write increasingly reflectively and imaginatively in both languages and demonstrate a sound grasp of the elements of language and a range of genres. They use adjectives and similes to enrich their work and self-correct and re-draft confidently. Most pupils create imaginative pieces, for example when writing a monologue from the perspective of one of the survivors of the Aberfan disaster.

Across the school, the standard of most pupils' numeracy is robustly good. By Year 2, they count confidently, calculate in threes, fours and tens skilfully and use their knowledge to count the treasure in the pirate's chest. They have a sound understanding of place value, shape, measurement, time and money. Most of the school's older pupils show a sound understanding of numeracy terminology. They

have a thorough understanding of mathematical features, including addition, subtraction, multiplication and division.

In the years at the top of the school, many pupils apply their numeracy skills intelligently in other areas across the curriculum, particularly in problem-solving activities. A good example of this is the use that Year 6 pupils make of their knowledge of division to discover how much time it would take for different materials to lose their radiation.

Most pupils' digital skills improve consistently as they move through the school. By Year 2, most pupils combine their skills successfully, for example when writing directions to move a programmable device in the correct direction around the park. Most of the school's older pupils are able to combine multimedia methods in increasingly complex ways. They create a combination of text, images, graphics, music and video to provide effective presentations, for example in a presentation about protecting the climate.

Well-being and attitudes to learning

Nearly all pupils are happy and enjoy coming to school. Most pupils are very well behaved around the school, are polite and cheerful towards each other and greet staff and visitors in a friendly manner. Nearly all pupils behave exceptionally well in lessons and are mature and responsible on the playground. They feel safe at school and know whom to approach to discuss should any concerns arise. Nearly all have a sound awareness of how to keep themselves and others safe, particularly in terms of e-safety.

Nearly all pupils have a good understanding of the importance of keeping fit and healthy. They appreciate the importance of exercise and enjoy using the playground equipment during break time. The Bronze Ambassadors have a special role within the school in holding and playing games with the school's younger pupils. Pupils show enthusiasm in physical education lessons and many embrace and enjoy the after-school sports clubs that have resumed following the lockdown period during the pandemic. The school's various activities ensure that most pupils have a good understanding of how to be healthy and confident individuals and they understand how to make healthy choices in relation to their diet.

Most pupils make a beneficial contribution to their learning by providing ideas to be included in the termly themes. They express valid opinions about what to learn to develop their understanding further sensibly. Pupils who undertake leadership roles do so enthusiastically, take their responsibilities seriously and take pride in their success. For example, the school council is proud to help teachers and the school to be a better place, while the 'eco crew' is keen to 'help the world' and has been litter picking around the village. Most pupils appreciate opportunities to visit places that promote their understanding of Welsh culture and heritage, such as visiting Big Pit and St Fagans successfully.

Most pupils show a broad understanding of cultural diversity and show care towards others by organising and taking part in charity events. They are aware of their rights and develop as ethical citizens through their awareness of fairness and care towards others, for example by raising money recently for people and children in Ukraine.

Most pupils complete tasks quickly, concentrate well and engage purposefully in lessons. Many pupils demonstrate their ability to persevere and show resilience when completing tasks. They work together well and listen to each other's views when working in pairs or groups to solve problems and do so without support from adults. For example, pupils at the top of the school worked together on challenging tasks to create a course to transfer nuclear flasks from one zone to another within a specific time, and considered safety to avoid endangering life. Most pupils, including the school's young pupils, work independently confidently. When they face any difficulty with their work, they follow the procedure of reflecting, discussing and working with their fellow pupils before asking for support from teachers or assistants. This contributes successfully to the ethos of effective learning that exists within the school and has a positive effect on pupils' standards and wellbeing.

Due to the coronavirus pandemic, inspectors will not be reporting on pupil attendance rates during 2021-2022 academic year. However, inspectors will consider the school's provision for monitoring and improving attendance as part of inspection area 4 (care, support and guidance).

Teaching and learning experiences

There is a caring and supportive working relationship between staff and pupils across the school. Teachers and assistants work together successfully, support learning effectively and provide purposeful interventions for pupils, including those with additional learning needs. As a result, most pupils make good progress against their personal targets.

Most staff model polished language successfully and encourage and support pupils to use Welsh of a high standard consistently. They question effectively to reinforce and expand pupils' understanding further and this has a positive effect on their standards of oracy. As a result, most pupils develop as competent and confident bilingual learners. Provision in terms of developing the spoken Welsh skills of pupils who are taught through the medium of English is developing successfully and pupils are given numerous opportunities to develop their knowledge of the history and culture of their local area and Wales.

The school is making sound progress towards implementing a curriculum that embeds the principles and culture of the Curriculum for Wales. Leaders and staff have worked with pupils, parents and governors to form a vision and design and develop a curriculum that incorporates the four purposes and is relevant to the community of Llandybie. Pupils across the school are given beneficial and increasing opportunities to contribute to specific lines of enquiry that are of interest to them and to set the themes within their classes. The school also takes advantage of continuous opportunities to enrich the curriculum, for example through educational trips, inviting visitors to the school and input from experts.

In most classes, practitioners ensure that their lessons have a suitable pace and encourage pupils to work together to complete tasks and solve real-life problems. Teachers' planning ensures that there is a good balance between independent activities and those that are led by adults. Many pupils have frequent access to the outdoor areas and benefit greatly from interesting activities both inside and outside the classroom. This has a positive effect on pupils' commitment and dedication to

their work, in addition to nurturing their independent learning skills successfully. Although there are beneficial opportunities for pupils to make decisions and choices in relation to what they would like to learn, there are fewer opportunities for them to make their own decisions about the most suitable method or medium to record specific information.

On the whole, teachers plan suitable opportunities to develop pupils' literacy, numeracy and digital skills across the curriculum and ensure that they expand and deepen their skills further. In the best practice, teachers are very willing to experiment and take risks when planning contemporary, broad and exciting provision within authentic contexts. Planned experiences provide challenge and stimulation and enable pupils to apply and develop a wide range of skills at the appropriate level of challenge. Activities ignite their imagination and develop their creativity very successfully, for example when using their coding skills to include a safety device in a life jacket that they have designed and created themselves. Activities such as this ensure that pupils are fully engaged in their learning and develop their skills coherently. However, in a very few lessons, planned learning experiences do not provide enough opportunities for pupils to practise and apply their skills in the indoor and outdoor learning areas. Overall, these learning areas are also not stimulating or attractive to inspire pupils to learn.

Most teachers share clear objectives for lessons and success criteria are used consistently so that pupils develop confidence when self-evaluating their own efforts and progress and that of their peers. Most teachers and assistants use various questioning techniques effectively to extend pupils' understanding. They provide pupils with comprehensive oral feedback and, following a recent trial period, teachers have refined and sharpened the written feedback that is given to pupils. Although in its early stages, this is beginning to support pupils further to improve their work and make progress in their learning.

Care, support and guidance

The school is an inclusive and welcoming community that has effective arrangements to provide care for pupils. There is a strong emphasis on encouraging pupils to care for each other and promoting the importance of good behaviour and courtesy. The school ensures equal opportunities for all pupils and staff provide regular opportunities for them to discuss their feelings and emotions. A good example of this is '*Clwb Lles Llandybie*' (Llandybie Wellbeing Club), where all pupils who wish to discuss their concerns with staff can do so during playtimes, and also the '*Cornel Clonc*' ('Chat Corner') for younger pupils. These havens enable staff to gauge pupils' social and emotional state to address problems at an early stage so that pupils are ready to learn in lessons. Provision for a physical literacy scheme also contributes greatly to promoting playing together and working together and has a positive influence on pupils' behaviour across the school.

A notable aspect is the support that is provided for specific groups of pupils. Teachers gather useful information about pupils' progress on their journey through the school and analyse this information appropriately. They identify pupils who need support quickly and provide interventions that target their specific needs very successfully. There is excellent co-operation between the additional learning needs co-ordinator and the school's higher level teaching assistant. They have a thorough

knowledge of pupils' needs and provide high quality interventions in a warm, calm and extremely hard-working environment. As a result, nearly all pupils make consistently good progress against their personal targets.

The school has a productive partnership with parents. The open-door policy ensures effective communication between teachers and parents. A variety of media are used successfully to inform about key activities and events. As a result, parents are aware of the school's activities and events.

A number of active committees promote the pupil's voice intelligently. They encourage them to shoulder responsibilities and make sensible decisions for the benefit of their peers and the school. A positive example of this is the way in which the Criw Cymraeg works tirelessly to promote the Welsh language by rewarding pupils and visitors for speaking Welsh around the school and when playing with their peers during playtimes. The Bronze Ambassadors also succeed well in supporting younger pupils by organising and playing games during break time.

The school promotes pupils' spiritual, moral and social development successfully. There are valuable opportunities for pupils to reflect and take part in collective worship, nurturing morality and understanding of others sensitively and respectfully. Teachers encourage all pupils to contribute wisely to the community so that they develop as responsible citizens who are willing to help others. Their work within their community contributes effectively to this, such as visiting the old people's home to conduct chair aerobics sessions with residents. The school's provision to develop pupils' understanding of Welsh culture is developing well and the school Eisteddfod was held recently to support pupils to develop their oral use of Welsh and their social and creative skills.

The school has effective arrangements to promote eating and drinking healthily. Teachers take advantage of every opportunity to develop pupils' understanding of how to make healthy lifestyle choices. For example, the Swans from Swansea Football Club visit the school on a weekly basis to develop pupils' football and co-operation skills. As part of the work relating to the Champions theme, pupils enjoyed various physical activities in Pembrey. Visits from individuals such as a police officer raise pupils' awareness of the dangers of substance misuse and smoking, along with the dangers of misuse of the internet. As a result, nearly all pupils understand the importance of taking care of their health and staying safe online. The school has a strong culture of safeguarding and there are no issues of concern.

Leadership and management

The headteacher provides the school with robust leadership, which ensures an effective strategic direction and a culture that promotes continuous improvement. She has a clear vision that is based on ensuring that the wellbeing of pupils and staff is at the heart of the school's work. She shares this vision successfully with staff, pupils, parents and governors. As a result, nearly all have high expectations of themselves, each other and of pupils' standards of achievement.

Members of the senior leadership team and other members of staff work together well, fulfil their roles successfully and support the headteacher purposefully. Leaders plan effectively to meet local and national priorities. Staff are enthusiastic in

addressing recent developments in education, for example in preparing for the new Curriculum for Wales and introducing key elements of provision for pupils with additional learning needs. The whole-school focus on promoting the Welsh language and Welshness is appropriate and develops pupils' pride in their identity and heritage.

The school's priorities for improvement are based on a good range of first-hand evidence and staff's understanding of them is sound. There are effective procedures for reviewing progress, identifying areas for improvement and suitable steps for implementing them. These include careful analysis of pupils' outcomes, scrutiny of books and lesson observations. All teachers play an active part in the process of monitoring, evaluating and planning for improvement. As a result, they know their school well and address most improvements quickly and successfully.

Leaders allocate responsibilities to address the priorities in the school development plan well. Staff discussions and meetings build a network of valuable communication, which leads to beneficial strategies to target areas that need to be developed further. As a result, they have a clear focus on how to improve provision and pupils' outcomes and create constructive improvements.

Members of the governing body have a sound knowledge of performance and the effect of the school's procedures on pupils' standards and wellbeing. Responsibilities are shared effectively by considering individuals' expertise. They conduct regular visits to evaluate the effect of any actions on the quality of provision and its effect on pupils' progress and wellbeing. The governing body challenges the school well and contributes extensively to processes for setting clear guidance and strategies to develop it further as a successful learning community. The interactive element between members of the governing body and the school's staff in the context of additional learning needs is an obvious strength. They work with leaders and pupils to ensure that the school has appropriate arrangements to promote healthy eating and drinking.

A robust feature of leadership is the purposeful opportunities given to staff at all levels to develop professionally. This includes good opportunities for them to share practice internally and with neighbouring schools. Performance management procedures promote teachers' professional learning successfully and have a positive effect on standards. However, staff's performance management objectives are not always specific enough to evaluate the effect of any action on the quality of provision. The headteacher supports teachers well to conduct research on aspects of classroom practice to identify the effect on pupils' attainment.

The relationship between the school and parents is sound. The school operates an open-door policy and communicates effectively with them to ensure that they are aware of day-to-day activities. Parents appreciate this.

Expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors use the school budget effectively to enrich the curriculum and raise pupils' standards in all areas. They monitor funding carefully to ensure its best use. Leaders use the pupil development grant sensibly to improve provision and raise the standards of pupils who are eligible to receive it. This work

has a positive effect on the quality of provision and pupils' standards of wellbeing and attitudes to their work. The school has a good supply of resources of a high standard.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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