

This letter is also available in Welsh.



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

Mrs Rhian Pritchard  
Llandybie C.P. School  
Llandybie  
Ammanford  
Carmarthenshire  
SA18 3JB

13/11/2024

Dear Mrs Pritchard

**Interim Visit:** October 2024

A team of inspectors visited Llandybie C.P. School recently to consider how the school has progressed in addressing two of the recommendations from its core inspection in July 2022. Below is a summary of progress against those recommendations.

During the visit the team had the opportunity to:

- Visit classes.
- Talk to pupils.
- Meet with teachers and leaders.
- Look at pupils' work.
- Scrutinize documentation.

Leaders and staff at the school have worked appropriately to address these recommendations. They recognise that there are aspects that they could improve further.

### **Focus of visit**

#### **Expand opportunities for pupils to practise and apply their basic and creative skills both inside and outside the classroom**

- Leaders have a sound understanding of the school's progress towards meeting the requirements of this recommendation. They acknowledge the improvements in provision since the core inspection and identify areas for improvement appropriately.
- Teachers have undertaken a suitable range of purposeful professional learning to enrich their understanding of the principles of foundation learning,

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Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW

Ffôn/Telephone 02920 446446

ymholiadau@estyn.llyw.cymru • enquiries@estyn.gov.wales

www.estyn.llyw.cymru • www.estyn.gov.wales

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including the use of the outdoor areas. They have also visited other schools to observe and emulate good practices in order to make the best use of the areas. This has had a positive effect on the staff's understanding of effective teaching which, in turn, is beginning to support pupils to develop and apply their skills across the areas of learning.

- In general, teachers in the foundation learning classes provide a good range of beneficial learning and play experiences for pupils to develop their skills both inside and outside the classroom. As a result, the indoor learning areas encourage pupils to practise and apply their skills effectively, for example when Year 2 pupils organise coins to give change up to £2 in Caffi Drysi. This develops their skills well in a practical manner.
- Since the core inspection, leaders have restructured the location of the classes to ensure that Year 1 and Year 2 pupils have access to the outdoor learning area. Although this area is very limited, staff use it purposefully to provide pupils with beneficial opportunities to learn in them. They have also established purposeful areas to develop pupils' creative skills, which include music and performance areas and role-play corners. This supports pupils to experiment and explore skilfully in their learning.
- The outdoor area for the nursery and reception classes provides beneficial opportunities for pupils to develop their early skills; for example, when pupils follow instructions on how to make food out of soil for Dai the hedgehog. Following this practical activity, beneficial opportunities are provided for them to make choices about how to create a poster to find the hedgehog.
- Leaders and staff have worked together successfully to develop a purposeful outdoor area to support learning in different outdoor learning areas for all pupils. The garden and barn area now provide beneficial opportunities for pupils to learn how to grow vegetables. A good example of this is the way in which the youngest pupils grow and harvest potatoes and carrots to prepare them for residents in a local home.

### **Expand opportunities to pupils to make decisions in relation to their learning**

- Leaders have an appropriate understanding of the progress the school is making towards meeting the requirements of this recommendation. All teachers play an active part in the self-improvement process and share good practice effectively across the school. Over time, teachers have trialled various activities to support pupils in making decisions in relation to their learning, for example by developing the 'learning passport'. They evaluate the effect of procedures on the development of pupils' skills successfully.
- Teachers show a good understanding of pupils' needs and interests. They use this knowledge to plan learning experiences that motivate and engage pupils' interest. Most pupils contribute beneficially to their learning by providing ideas to be included in the termly themes. The 'pupil's voice' murals support this purposefully. As a result, pupils' attitudes to learning are positive and they discuss their work enthusiastically.
- Across the school, pupils have become increasingly independent in identifying strengths and areas for improvement in their learning. They use colourful pens when assessing their own work and that of their peers appropriately. However, pupils are not always given appropriate opportunities to respond to feedback to identify the next steps and move their learning forward.

- Teachers plan suitable opportunities for pupils to take responsibility for their learning. The youngest pupils' staff encourage them to work independently and to make decisions in relation to their learning, for example by choosing various challenges within the continuous provision appropriately. They ensure that pupils play an active part in discussing challenges by offering ideas and choosing beneficial activities. On the whole, the oldest pupils are given appropriate opportunities to choose the most effective means of recording their work independently while learning about specific themes. However, at times, over-direction by staff across the school hinders opportunities for pupils to learn through exploration and to choose how to complete and present their work.

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

<http://www.estyn.gov.wales/provider/6692181>

Yours sincerely



**Liz Miles**  
Assistant Director