



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

A report on

Ysgol Gynradd Llannon

**Heol y Nant
Llannon
Llanelli
Carmarthenshire
SA14 6AE**

Date of inspection: November 2024

by

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

This report is also available in Welsh.

About Ysgol Gynradd Llannon

Name of provider	Ysgol Gynradd Llannon
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3 – Welsh-medium school
Type of school	Primary
Religious character	N/A
Number of pupils on roll	94
Pupils of statutory school age	78
Number in nursery classes	9 nursery-age pupils
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> (<i>The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%</i>)	5.3%
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 11.1%</i>)	7.7%
Percentage of statutory school age pupils who speak Welsh at home	19.2%
Percentage of pupils with English as an additional language	None
Date of headteacher appointment	01/09/2024
Date of previous Estyn inspection (if applicable)	04/02/2019
Start date of inspection	04/11/2024

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

Summary

The acting headteacher works successfully with staff to make the school a happy place for pupils. He leads the school effectively in a calm but confident manner and focuses very well on improving pupils' learning and well-being. Along with the other leaders, he knows the school's strengths and what needs to be improved and they have effective methods of making these improvements.

The school is a safe place that focuses well on things such as respect, well-being and care and making pupils proud of their community and of Wales. They encourage pupils to be happy, to enjoy learning and to behave excellently. As a result, nearly all pupils are happy to attend the school and feel safe there. They feel that adults respect them, treat them fairly and listen to them when they have any concerns. The school has a number of committees which provide regular opportunities for pupils to undertake responsibilities and develop effective leadership skills.

Most teachers and other staff develop pupils' skills successfully. They monitor learning regularly and provide pupils with additional support, when necessary. They ensure that most make sound progress in their literacy, numeracy and digital skills, along with a range of other skills in various areas of learning. One of the school's strengths is the way in which pupils from all linguistic backgrounds come to speak Welsh quickly. Teachers and assistants respond well to pupils' work. As a result, most develop as effective learners who take responsibility for their learning maturely.

Teachers consider pupils' ideas when planning the curriculum. This makes learning more interesting for them. They often plan activities that give pupils an opportunity to practise the skills they have learned in different interesting contexts. However, at times, there is not a close enough link between the skills pupils practise in these activities and those they have learned in previous sessions.

Recommendations

We have made one recommendation to help the school continue to improve:

- R1 Ensure that teachers plan appropriate activities to enrich learning, which enable pupils to practise and apply the exact skills they have already experienced in different contexts

What happens next

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

Main evaluation

The acting headteacher, although new to the post, is developing an inclusive culture for the school, which considers the views of staff and pupils regularly. He has a calm but confident leadership style and provides the school with a robust and effective strategic direction which focuses well on improving pupils' learning and well-being. He sets high expectations for staff, pupils and himself.

The school's values are clear and based on principles such as respect, well-being and care, and promoting pupils' pride in their community, Wales and their Welshness. They encourage pupils to be happy and to enjoy learning, to develop resilience and confidence, to work together, to take risks and to be innovative, helpful and kind. Staff have high expectations in terms of courtesy and care. This is an integral part of the provision and, in turn, nurtures and develops pupils who have behaved excellently and who are very caring towards each other.

Nearly all pupils are happy to attend the school and feel safe there. They feel that adults respect them, treat them fairly and listen to them when they have any concerns. The learning environment is colourful, stimulating and engaging for pupils. As a result, nearly all demonstrate positive attitudes to learning, enjoy their tasks and apply themselves to them enthusiastically.

The school has robust procedures for tracking pupils' progress and staff use them effectively to monitor learning and to identify any specific needs they have at an early stage. When appropriate, staff work successfully with partners and external agencies to receive advice on different methods to support pupils further. This enables them to co-ordinate suitable support for them as necessary, including the very few who have additional learning needs (ALN).

Most teachers and other staff develop pupils' skills effectively, methodically and gradually during learning activities and over time. This ensures that most develop their knowledge and understanding well and make sound progress in their literacy, numeracy and digital skills, in addition to a range of other skills in various areas of learning. Whatever their linguistic background, the school's provision ensures that pupils come to speak Welsh quickly. This is one of the school's strengths and has an extremely positive effect on pupils' pride in their language, their roots and their Welshness.

The curriculum is balanced, broad and interesting, and covers all areas of learning and experience appropriately. Teachers consider pupils' ideas regularly when planning activities, which engage their interest in the termly themes and what they would like to learn. They often plan challenging activities to enable pupils to practise and apply their skills in different interesting contexts. However, these activities are not always based directly enough on the skills they have already experienced in previous learning sessions.

Teachers and assistants respond effectively to pupils' work. Most oral and written responses help pupils of all ages to understand their strengths and the areas they need to improve. The school's marking code is used regularly and effectively, for example, and teachers provide pupils with timely and purposeful opportunities to respond to their feedback. As a result, most pupils develop to become effective learners who take responsibility for their learning maturely.

Nearly all members of staff support pupils' spiritual, moral, social and cultural awareness successfully. By introducing themes such as loyalty, rights and empathy, pupils consider the views and values of others maturely and develop a sound understanding of individuals who are different from them.

The school has a number of pupils' voice committees which provide them with rich opportunities to undertake responsibilities, develop effective leadership skills and influence the life and work of the school successfully. For example, members of the school council have planned several activities, including a disco to raise money for a number of charities and to buy new football posts for the school playground.

The school prepares pupils well for the next step in their learning. For example, staff give pupils a number of opportunities to visit the local secondary school and work together on various projects, which ensures that they transition smoothly from one sector to another when the time comes.

The school's self-evaluation procedures include all staff. They are effective, based on first-hand evidence and enable leaders to identify the school's current strengths and decide on suitable priorities for improvement. The school's improvement procedures are effective and prioritise the correct issues sensibly in a timely manner. The school has a successful record of making improvements and maintaining them, which has had a positive impact on pupils' learning and well-being over many years. For example, as a result of introducing and implementing various strategies, pupils' attendance rates are rising gradually each year and are now above the average attendance rates of schools in Wales.

Leaders plan and present appropriate and useful professional learning opportunities for staff, which has a positive effect on pupils' learning and well-being. For example, the focus on pedagogy, numeracy, problem-solving and improving staff's digital skills has had an extremely positive effect on pupils' standards in these areas.

Governors provide the school with robust and proactive guidance and provide leaders with appropriate support and challenge. By observing various learning sessions occasionally and receiving reports from leaders, they have a suitable understanding of standards and provision. They manage the school's resources prudently.

The acting headteacher has developed a very productive relationship with parents. For example, he is visible at the entrance at the beginning of the day and sends a regular newsletter to parents to inform them about specific events and to raise awareness of pupils' successes. Leaders also invite parents to the school to talk about their work and provide beneficial opportunities for them to attend sessions to learn about ways in which they can help their children at home, such as ensuring that they are safe on the internet.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for the safety of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee 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, 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

Appendix 1: Numbers – quantities and proportions

The report refers 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 (<http://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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This document has been translated by Trosol (Welsh to English).