



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

A report on

Ysgol Gymraeg Dewi Sant

**Bryndulais Avenue
Llanelli
Carmarthenshire
SA14 8RS**

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 Gymraeg Dewi Sant

Name of provider	Ysgol Gymraeg Dewi Sant
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	
Number of pupils on roll	439
Pupils of statutory school age	314
Number in nursery classes	76
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>)	12.4%
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>)	5.4%
Percentage of statutory school age pupils who speak Welsh at home	39.5%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/05/2017
Date of previous Estyn inspection (if applicable)	22/06/2017
Start date of inspection	19/11/2024

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

Ysgol Gymraeg Dewi Sant is a happy, caring and familial community. The acting headteacher has high expectations of herself, staff and pupils. This encourages pupils to develop extremely positive attitudes to learning. This is a notable quality of the school.

The passion of all of the staff for developing pupils' positive attitudes to learning ensures an inclusive environment at the school. Provision for meeting pupils' well-being needs is a strength. This means that most develop to become ambitious and skilful learners. The whole school takes pride in the Welsh language and pupils develop their skills with increasing confidence when communicating in different situations.

Most pupils, including those with additional learning needs (ALN) and those who may be affected by poverty, make sound progress. They apply their oral, numeracy and digital skills effectively in a rich variety of stimulating experiences. However, teachers do not always plan enough regular opportunities for pupils to develop and apply their literacy skills across the areas of learning. Provision to support pupils to develop their independent learning skills is extremely effective.

Staff have high expectations of pupils and provide learning activities that are planned skilfully for them. They build methodically on pupils' knowledge, understanding and skills to ensure progression in pupils' learning as they move through the school. Pupils feel that adults at the school listen well to their ideas and consider them in decisions that affect them, for example when planning activities related to their learning themes.

Recommendations

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

R1 Extend opportunities for pupils to apply their literacy skills across the areas of learning

What happens next

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

Main evaluation

The acting headteacher has a clear vision based on a caring, inclusive and supportive ethos to provide the best opportunities for all pupils. She realises the school motto, *'Ymdrech a lwydda'*, enthusiastically and fosters values that motivate pupils to be confident and healthy learners who take pride in their school. She has high expectations of herself, staff and pupils, which has a successful influence on pupils' extremely positive attitudes to learning. A strong sense of family has been established at the school. The hardworking and dedicated team of teachers and learning assistants work together extremely effectively to ensure rich provision in a local and Welsh context.

Leaders, including governors, ensure that the school has robust arrangements for reviewing progress, identifying areas and the actions to be implemented to develop the school further. They have a sound understanding of the school's strengths and areas for improvement. For example, they have identified the need to develop effective assessment and feedback practices to support pupils to develop their understanding of how to improve their work further.

The Welsh language is a source of pride for the whole school community and staff promote the Welsh ethos, celebrate the history and culture of Wales and the school's values well. Staff use methods of presenting the Welsh language extremely effectively and nurture pupils' vocabulary and language patterns successfully. As a result, the oral skills of most pupils, particularly the youngest pupils, develop effectively.

The youngest pupils are given valuable opportunities to develop their oral skills and practise their early writing skills by using the stimulating learning areas both inside and outside the building. Many of the oldest pupils have sound writing skills and show ownership of their learning by choosing how to present their work in an appropriate range of genres. For example, the oldest pupils plan a pamphlet about Sandy Water Park in preparation for a visit with their parents. On the whole, pupils are given suitable opportunities to apply their literacy skills across the curriculum, for example when scripting a podcast about the idiom *'dros ben llestri'* ('over the top'). However, teachers do not always provide opportunities for pupils to apply their literacy skills consistently enough across the areas of learning.

Most pupils' reading skills are sound in both languages. This supports them to investigate information and concepts in activities across the curriculum. The youngest pupils' early reading skills develop effectively, for example when pupils read a recipe to make hot chocolate by using natural resources in the mud kitchen in the outdoor area.

Most teachers plan valuable opportunities for pupils to apply their numeracy skills regularly. For example, older pupils develop their measuring skills while studying maps of the local area. Staff strengthen pupils' mathematical skills further through close links with parents when sharing beneficial information about how they can support their children at home. Most pupils make the expected progress in their numeracy skills during their time at the school.

The school is a core part of its community and staff take advantage of local connections to develop pupils' problem-solving skills skilfully. For example, the oldest pupils participate actively in the Junior Traders Project in Llanelli and apply their skills to plan, research, collect data and calculate while developing their entrepreneurial skills.

Most pupils make good progress in their creative skills through a range of rich activities, for example when designing a ticket for a rugby match at Parc y Scarlets. This is a notable quality of the school.

One of the school's most prominent features is the way in which pupils develop their independent learning skills in a rich variety of learning experiences.

Spotlight – developing pupils' independent learning skills

Leaders ensure that the learning environment is supportive and inclusive in order to support pupils to engage with, and immerse themselves in, their learning. Across the school, staff work together enthusiastically to ensure that the learning areas are presented by using natural materials in neutral colours. This fosters good behaviour among pupils which, in turn, promotes their positive attitudes to learning.

One of the valuable qualities is the rich provision that is planned purposefully for the youngest pupils. The principles of foundation learning are at the heart of the staff's teaching methods. For example, staff in the nursery class use the stimulating and varied learning areas as a beneficial means for pupils to develop their independent learning skills.

Through this, pupils experiment with curiosity while playing and learning and make sound progress in their skills, particularly in their Welsh speaking skills and their personal and social skills. As a result, this consistent provision ensures a sound basis for pupils to enjoy their learning and make sound progress in their skills as they move through the school.

One of the school's obvious strengths is that staff have very good knowledge of each child's needs. The emphasis placed on discussions between staff and parents, along with conducting continuous assessments, contributes successfully to ensuring a clear and current picture of each pupils' needs. This enables the school to respond to their needs in a timely manner. This inclusive provision is a clear strength.

Nearly all pupils develop a sound understanding of the importance of being moral, principled and spiritual citizens. One of the school's valuable resources is the 'Ysgol Dewi Sant' garden where pupils, under the guidance of a member of staff, plant a variety of fruit and vegetables to harvest and sell at the school as part of the arrangements to support families. This develops a variety of pupils' skills extremely skilfully, for example their oral and numeracy skills, and is a means of deepening their understanding of being a valuable member of the school and its community.

Leaders ensure that spending decisions focus sensibly on the school's priorities for improvement. Recently, the school has invested in members of staff to develop pupils' well-being and skills. It has also created a purposeful sensory garden which provides valuable opportunities for pupils to engage with their learning in a creative

manner, along with taking advantage of valuable opportunities to calm down in a sensory environment.

The school fosters beneficial links with local industries. In co-operation with a local television company, a digital clip, 'Y Ddogfen', was produced, which tells the history of the area. These activities enable pupils to become aware of the opportunities and experiences of adult life skilfully.

Leaders provide a successful range of opportunities for staff to take part in professional learning activities. Following training, they share the best practices effectively to have a positive influence on pupils' experiences. For example, recently, staff across the school have adapted their learning environment purposefully and this has had a positive effect on pupils' well-being and learning.

Staff plan a balanced, rich and stimulating curriculum that reflects the school's nature and local context successfully. The Welsh language and its history are a source of pride at the school. Pupils are immersed in the Welsh language successfully, such as when singing a variety of songs, rhymes and nursery rhymes extremely effectively. For example, pupils sing songs that originate from their local area, such as 'Sosban Fach' and the school's song, 'Ein Gwerthoedd Ni', with conviction.

Additional information

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

The school's arrangements for management 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:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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This document has been translated by Trosol (Welsh to English).