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

A report on

Ysgol Gynradd Gwynfryn

Heol y Meinciau
Pontyates
Llanelli
Caerfyrddin
SA15 5SN

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 Gwynfryn

Name of provider	Ysgol Gynradd Gwynfryn
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	59
Pupils of statutory school age	45
Number in nursery classes	*
Percentage of statutory school age 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 the primary sector is 22.9%)*	12.3%
Percentage of statutory school age pupils identified as having additional learning needs (a) *(The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)*	*
Percentage of statutory school age pupils who speak Welsh at home	37.8%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	
Start date of inspection	11/11/2024

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 headteacher and his management team have a positive influence on the school by creating a caring community. As a result, nearly all pupils behave well and show enjoyment in their lessons. By working closely across the federation's schools and through the care provided to pupils, all staff embody the federation's motto, 'success goes hand in hand'.

Teachers provide stimulating activities that capture pupils' imaginations. As a result, nearly all pupils develop positive attitudes to learning. The wide range of experiences that are provided for the school's youngest pupils promotes their independent learning skills extremely effectively. Across the school, teachers provide beneficial opportunities for pupils to influence their learning.

Most pupils develop their literacy, numeracy and digital skills appropriately. By Year 6, they speak and read successfully. Most apply writing skills successfully with the support of ready-made frameworks and a majority write freely appropriately when they are given an opportunity to do so. Although many pupils apply their skills suitably, the oldest pupils do not develop a full range of different numeracy skills and the level of challenge is not always high enough for them. Across the school, teachers provide pupils with useful feedback, including opportunities to correct work. However, there are few opportunities for pupils to enrich the content of their work following feedback.

Ysgol Gwynfryn is federated with Ysgol Carwe and Ysgol Ponthenri. This means that the schools share the same governing body and that the headteacher divides his times across the three sites. Staff work very closely with colleagues at the other schools to plan and provide consistent experiences for pupils. On the whole, leaders evaluate the quality of provision appropriately. However, procedures for planning for improvement are not always incisive enough to address all areas for improvement.

Recommendations

We have made three recommendations to help the school continue to improve:

R1 Ensure a full range of numeracy activities for the oldest pupils which provide them with an appropriate challenge to make progress to the best of their ability

R2 Ensure that feedback from teachers supports pupils to improve their work

R3 Sharpen self-evaluation and planning for improvement processes

What happens next

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

Main evaluation

The headteacher has a robust vision for the schools in the federation which is based on providing consistent experiences for pupils in a caring community. He is supported enthusiastically by a senior management team which includes an assistant headteacher at each school site.

The supportive working relationship between pupils and staff is an obvious strength of the school. Teachers provide activities that engage pupils' interest successfully. Most pupils behave well and demonstrate very positive attitudes to learning and make sound progress. Staff provide a purposeful curriculum that covers the areas of learning and experience appropriately and pupils talk enthusiastically about their work and class themes. Pupils across the three schools contribute their ideas about what they would like to learn at the beginning of their theme work. As a result of these opportunities, most pupils take ownership of the curriculum and take pride in their learning.

Teachers and assistants use a range of teaching methods that promote learning appropriately. There are purposeful objectives to learning and teachers ensure that activities are paced appropriately. They use an appropriate range of questioning methods to recall previous learning, confirm understanding and inform the direction of learning successfully. Staff provide purposeful feedback that supports pupils to correct general errors in their work. However, there are few opportunities for pupils to improve and refine the content of their work as a result of feedback.

Across the school, staff provide beneficial opportunities for pupils to work on their tasks in pairs and small groups. This has a positive effect on pupils' skills as they work together to discuss and develop their ideas. In the youngest pupils' classes, staff encourage pupils skilfully to work independently.

Spotlight: Stimulating the youngest pupils with independent learning activities

Teachers work together effectively across the federation to plan stimulating activities for the school's youngest pupils jointly. They use a prompt that excites pupils, such as the adventures of the Gingerbread Man. Different areas of the classroom are used extremely effectively, with a wide range of beneficial opportunities for pupils to apply their literacy, numeracy and digital skills. For example, there are valuable opportunities for pupils to write freely, with a few of the most confident pupils beginning to write extended pieces in the 'scribble book'. They make choices about their learning, by deciding which activities to prioritise and choosing to work individually or with friends. Pupils immerse themselves fully in activities and persevere for extended periods. As a result, the school's youngest pupils develop effectively as independent learners.

Teachers enrich pupils' learning experiences purposefully by inviting visitors to the school and organising local educational visits. They plan experiences that reflect the cultural heritage of Wales and Welshness effectively. The curriculum helps pupils to develop the skills and knowledge they need to make healthy choices. The school is beginning to develop pupils' awareness and understanding of different identities, perspectives and values, diversity and relationships.

All the school's staff use polished spoken language and encourage pupils to use correct vocabulary and patterns regularly. Across the school, teachers provide regular opportunities for pupils to apply their speaking and listening skills purposefully in different contexts. For example, pupils respond enthusiastically to catchy language practise sessions and work with their peers to create green screen videos. They speak with increasing confidence and use the local dialect and sensible vocabulary, by showing pride in their bilingualism. Teachers provide purposeful opportunities for pupils to develop their reading skills and enjoyment of reading. The school's youngest pupils develop their initial recognition of letters appropriately and, by the end of Year 2, many pupils read increasingly extended stories more confidently.

The school's youngest pupils develop fine motor skills successfully through stimulating activities in the different areas of the classroom and outdoors. This, in turn, enables them to develop early writing skills effectively by experimenting with making marks and beginning to write words and sentences freely. By the end of their time at the school, many pupils demonstrate a firm grasp of spelling patterns, punctuation and mutations in their written work. With the support of frameworks, they write successfully in a wide range of genres. When they are given an opportunity to do so, a majority of pupils write independent extended pieces appropriately.

Many pupils make appropriate progress in their numeracy skills over time. For example, pupils in Year 2 add two-digit numbers skilfully. They build on these skills over time and, by the top of the school, they solve problems purposefully, choosing from a range of methods. At the top of the school, although there is an appropriate range of opportunities for pupils to develop their number skills, there are few opportunities for pupils to master their algebra, geometry skills and their use of data and statistics. On the whole, numeracy activities do not provide sufficient challenge for a few of the oldest pupils effectively enough.

Most pupils make suitable progress in their digital skills over time. By engaging with specific projects with the support of external providers, pupils are beginning to develop a more complete range of creative skills appropriately.

The school has appropriate arrangements for ensuring that pupils attend school regularly. The school's focus on supporting pupils' well-being is a clear strength and helps them to understand their emotions and relationships thoroughly. The school provides beneficial support for pupils with additional learning needs. Staff work together to identify pupils' individual needs at an early stage and organise suitable support. Individual learning plans outline pupils' learning needs clearly, which contributes to the teachers' ability to support, differentiate and plan purposefully for them. As a result, nearly all pupils make good progress against their targets.

Leaders organise regular time for teachers to plan with peers across the federation's schools and to scrutinise work jointly. As a result, the federation's schools operate

effectively as a professional learning community. Overall, leaders identify strengths and areas for improvement appropriately. For example, they have identified the need to improve provision for the expressive arts and have planned purposefully to enrich pupils' experiences. However, the link is not always clear enough between the outcomes of self-evaluation and quality improvement processes. For example, actions that result from monitoring activities do not always lead to improvements. Leaders have also not identified a few important areas that need to be developed further, such as developing the numeracy skills of the school's oldest pupils.

Governors support the school's work appropriately. They take advantage of occasional opportunities to visit the school to contribute to self-evaluation processes. As a result, they have an appropriate understanding of the school's strengths and areas for improvement.

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.

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