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For learners, for Wales

A report on

Ysgol Bro Sion Cwilt

Synod Inn
Llandysul
Ceredigion
SA44 6JZ

Date of inspection: January 2025

by

Estyn, His Majesty's Inspectorate for

Education and Training in Wales

This report is also available in Welsh

About Ysgol Bro Sion Cwilt

Name of provider	Ysgol Bro Sion Cwilt
Local authority	Ceredigion 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	120
Pupils of statutory school age	110
Number in nursery classes	10
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%)*	10%
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%)*	5%
Percentage of statutory school age pupils who speak Welsh at home	31.3%
Percentage of pupils with English as an additional language	3.3%
Date of headteacher appointment	
Date of previous Estyn inspection (if applicable)	
Start date of inspection	27/01/2025

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

Pupils, staff and parents take pride in the school's friendly, inclusive and familial environment. As a result, pupils build positive working relationships with members of staff, which contribute successfully to the beneficial and well-organised learning environment.

Staff provide a colourful and engaging learning environment in which all groups of pupils can learn productively. Across the school, staff develop pupils' skills purposefully while providing them with exciting and interesting experiences through activities and challenges in the classrooms and the outdoor areas. However, staff tend to lead learning too much, which often limits pupils' ability to develop their independent learning skills.

Most pupils make good progress in their listening and reading skills during their time at the school. At the top of the school, when they are given an opportunity to do so, many develop their writing skills appropriately in both languages. However, opportunities for pupils to write are length are limited, on the whole.

Provision for pupils with additional learning needs is effective. Staff identify pupils who need support at an early stage and provide timely support programmes. Staff work closely with parents to monitor progress and identify the next steps in learning.

The headteacher shares her vision clearly, namely to 'Make every dream come true', and the school community works diligently to make it a reality. The school is led effectively by a skilful team that identifies the strengths and areas for improvement. The governing body is supportive of all the school's work and has a sound understanding of the next improvement steps.

Recommendations

We have made two recommendations to help the school continue to improve

R1. Extend opportunities for pupils to develop their extended writing skills across the areas of learning

R2. Expand opportunities for pupils to develop their independent learning skills

What happens next

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

Main evaluation

The headteacher has a clear vision which is based on creating a happy and welcoming school. She places a focus on developing an inclusive culture and ethos, which focuses effectively on improving pupils' well-being and learning experiences. This vision is shared successfully with all stakeholders. The headteacher has high expectations of herself and the staff and they work together as a close team to embody the principles of the school motto: *'Gwireddu pob breuddwyd'* ('Make every dream come true'). There is a strong sense of family rooted in the school and the supportive and friendly working relationship between staff and pupils is a strong feature of the life and work of the school.

Nearly all pupils are happy to attend 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 towards their learning, enjoy their tasks and apply themselves to them enthusiastically.

Staff plan interesting activities in the learning areas that contribute effectively to developing pupils' communication and social skills. Purposeful use of the outdoor areas supports pupils' well-being and develop positive attitudes to learning. For example, the youngest pupils work together skilfully when mixing cement in the construction area.

Staff provide a purposeful curriculum that enables pupils to develop their skills across the areas of learning and experience. They include pupils' ideas purposefully when planning learning activities that engage their interest and provide opportunities for them to influence the content of the learning themes each term. For example, as part of the 'Farmtastic' theme, staff and the oldest pupils have worked with local farms to enrich their learning experiences. This contributes to increasing pupils' ownership of the activities and their enthusiasm in their learning. However, in general, staff tend to over-direct learning at times which, in turn, hinders opportunities for pupils to develop their independent learning skills.

Across the school, most pupils develop a range of skills robustly. They listen attentively to instructions from adults and each other's contributions. Most pupils' oral and reading skills develop effectively. Staff provide suitable opportunities for pupils to develop their literacy skills, which include opportunities for the oldest pupils to write an advertisement for a local holiday cottage by using persuasive language and various idioms. However, opportunities for pupils to write at length are limited.

Most pupils' digital skills develop soundly, which includes opportunities for the youngest pupils to code successfully. Staff provide various opportunities to develop pupils' creative

and artistic skills; for example, as the youngest pupils experiment with musical instruments in the outdoor areas and the oldest pupils decorate a holiday cottage.

The school provides purposeful support of a robust quality for pupils with additional learning needs. The school's arrangements identify pupils' individual needs at an early stage and ensure that support is tailored skilfully to their personal needs. Individual learning plans outline pupils' learning needs clearly, which makes a valuable contribution to teachers' ability to support and plan purposefully for them. As a result, nearly all pupils make good progress against their targets.

Leaders have established comprehensive and thorough self-evaluation procedures for monitoring and improving provision and pupils' achievement. They gather information from various sources and use this knowledge skilfully to identify areas for improvement. As a result, the school's improvement priorities focus firmly on developing pupils' skills and raising their standards. Leaders monitor the effect of these activities on provision and, as a result, staff develop their teaching methods to be more consistent across the school. Recently, staff have focused on strengthening reading provision in both languages to support pupils to make progress in their skills. The training has had a positive effect on pupils' attitudes and their enjoyment of reading across the school. For example, Year 2 pupils make good use of punctuation when reading aloud to convey meaning.

The school places a strong emphasis on pupils' physical and emotional well-being. Methods for sharing concerns in the *'blwch becso'* ('worry box') and specific physical sessions promote positive attitudes to well-being and support pupils to develop good methods of managing their emotions. Staff provide valuable and rich opportunities for pupils to reflect on important ethical issues. They celebrate differences in society during weekly assemblies and daily reflection effectively.

The headteacher communicates effectively with parents and shares relevant information about school news and events in a timely manner. A significant effort is made to seek parents' views about the school's activities, which makes a valuable contribution to ensuring a productive working relationship which is a core part of its success. For example, staff act on input provided by parents as they develop relevant information about pupils' progress and experiences.

The school's procedures for ensuring that pupils attend regularly are effective. As a result, attendance rates over the past two years have risen significantly and are above the national average.

The school's transition arrangements with the secondary schools are successful. They ensure that pupils will transfer smoothly to their next school when the time comes.

The governing body is knowledgeable and active in its role in monitoring and developing the school's performance further. Together with other leaders, they use relevant methods to evaluate and set improvement priorities sensibly to support staff to develop provision. This, in turn, support pupils to make consistent progress in their skills.

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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