

Mr Gareth Rhys Jones
Llanybydder C.P. School
Llanybydder
Carmarthenshire
SA40 9RP

06/05/2025

Dear Mr Gareth Rhys Jones

Interim Visit: April 2025

A team of inspectors visited Llanybydder C.P. School recently to consider how the school has made progress in addressing one recommendation from its core inspection in June 2022. They also looked at the school's progress in fulfilling the requirements of one of the priorities in the school improvement plan during the 2024-2025 academic year. Below is a summary of progress against those focus areas.

During the visit, the team had an opportunity to:

- visit classes
- talk to pupils
- meet with teachers and leaders
- scrutinise pupils' work
- scrutinise documentation

Leaders have a relevant understanding of the school's progress towards meeting the requirements of the focus areas.

Focus of visit

Provide regular opportunities for pupils to develop their extended writing skills

- Most pupils, including those who are new to the Welsh language, make consistent progress in their extended writing skills in both languages. Their attitudes to learning are sound and they enjoy writing in various experiences.

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

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Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Leaders and staff work together purposefully in developing provision to improve pupils' writing skills. By doing so, staff have supported pupils to make progress successfully in their extended writing skills.
- Staff are given valuable professional learning opportunities to improve their knowledge and understanding of how pupils develop their oral and literacy skills constructively over time. As a result, staff have produced a language overview which identifies writing genres and opportunities for pupils to develop and apply their skills across the areas of learning. Teachers have shared effective practices to support pupils' writing purposefully with staff in the authority and the region.
- Through the inspiring and supportive assistance of staff, pupils gain the confidence to develop their oral skills in a relevant range of learning contexts. This, in turn, supports pupils to enjoy and develop their extended writing skills in a variety of learning opportunities.
- Nearly all the youngest pupils experiment with different materials when making large marks. Over time, they develop their writing skills securely when forming letters with increasing accuracy. Pupils' phonological awareness is sound and they develop their skills to spell and write words and simple sentences successfully.
- As pupils move through the school, most make consistent progress. They develop and apply their writing skills successfully across the areas of learning. Pupils have a sound understanding of language features, such as alliteration, conjunctives and rhetorical questions and make relevant progress in their spelling and punctuation.
- Through effective and consistent feedback and assessment methods, pupils' understanding of what they do well and what they need to improve is sound. As a result, this supports them to make consistent progress over time.

Develop pupils' digital skills further by providing purposeful opportunities for them to apply them across the areas of learning

- Leaders have analysed staff questionnaires to ascertain their confidence and understanding of the framework. Staff have attended purposeful training which has expanded and strengthened their understanding of specific areas of the framework. They have learned about current programs and resources which are effective tools for teachers as they support pupils to develop their digital skills.
- Staff have mapped the requirements and content of the digital framework appropriately to ensure the development and progression of pupils' skills. Staff now use a wide range of resources that are available to teachers to promote and enrich digital learning experiences for pupils. Staff have developed a whole-school digital portfolio which supports staff to understand the type of activities that reflect the increasing quality and standard of pupils' skills.

- The youngest pupils' staff provide extensive opportunities for them to develop their digital skills skilfully. They understand child development well and ensure that their work is suitable, in line with their age and stage of development. Staff present digital tasks for specific purposes across the areas of learning, often as a means of promoting wider skills.
- Nearly all the youngest pupils use digital equipment confidently. They learn individually, with a partner and as a group in digital skills successfully. Over time, they become increasingly independent in using digital skills for different purposes.
- Many of the oldest pupils use a relevant range of programs and digital resources confidently. They use their coding skills to navigate mobile devices masterfully and develop their awareness of the most relevant software to present information. Pupils demonstrate a good awareness of an increasing range of digital elements and their intelligence and proficiency are beginning to become embedded successfully.

The school's most recent 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/6692184>

Yours sincerely



Liz Miles

Assistant Director