

A report on
Swiss Valley C.P. School

**Heol Beili Glas
Swiss Valley
Felinfoel
Llanelli
SA14 8DS**

Date of inspection: October 2025

by

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

This report is also available in Welsh

About Swiss Valley C.P. School

Name of provider	Swiss Valley C.P. School
Local authority	Carmarthenshire County Council
Language of the provider	English
School category according to Welsh-medium provision	Category 1
Type of school	Primary
Religious character	Not applicable
Number of pupils on roll	244
Pupils of statutory school age	177
Number in nursery classes	37
Percentage of 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 Primary is 22.9%)	6.0%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	13.6%
Percentage of pupils who speak Welsh at home	3.4%
Percentage of pupils with English as an additional language	4.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2022

A report on Swiss Valley C.P. School
October 2025

Date of previous Estyn inspection (if applicable)	11/03/2019
Start date of inspection	20/10/2025

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to 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

Swiss Valley Community Primary School is an inclusive community, which places a strong emphasis on pupils' learning, well-being and personal development. The headteacher has a purposeful vision, which helps to ensure that pupils have interesting learning experiences in an engaging and caring learning environment. This contributes successfully to excellent behaviour and a willingness to learn among pupils. This sensible, commendable and secure vision, which includes contributions from staff and the wider community, supports the school's improvement practices robustly.

Teachers and support staff work together cohesively to ensure broad and balanced curricular provision. They are a team of committed and enthusiastic staff who focus on promoting pupils' learning and well-being purposefully. They work diligently with parents and external agencies and know the needs of the pupils and their community well. Staff use areas of the extensive school grounds and their local area effectively to promote a bespoke curriculum. However, the resources and outdoor learning opportunities for younger pupils are not equitable across foundation classes.

The pace and flow of the lessons correspond well to pupils' learning needs and teachers' feedback to pupils to improve their learning is appropriate. There is a lack of consistency in the quality of teachers' feedback, and it does not support pupils to achieve the next steps in their learning effectively enough.

In the best cases, teachers provide stimulating opportunities for pupils to develop their skills purposefully across the areas of learning. The staff are skilful language models and question pupils well and this leads to strong progress in pupils' literacy, numeracy and digital skills. However, pupils do not receive enough challenging opportunities to apply their skills at appropriate levels across the curriculum.

Staff and pupils foster close and loyal working relationships. Staff encourage pupils to cooperate and share ideas and feelings intelligently, which develops their respect for others successfully. Staff ensure that pupils develop effective personal, social and creative skills, which creates a good awareness of their locality and a strong appreciation of other cultures.

Recommendations

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

- R1. Improve the effectiveness of feedback to target the next steps in pupils' learning beneficially
- R2. Increase opportunities for pupils to apply their skills at suitably challenging levels across the curriculum

What happens next

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

Main evaluation

Swiss Valley Community Primary School is a happy, inclusive and supportive learning community and leaders share a clear vision for the school. The headteacher sets a purposeful and innovative strategic direction and has high expectations of herself, staff and pupils. She works well with the leadership team, staff and governors to ensure engaging and interesting learning experiences for pupils. This is based on ensuring stimulating learning experiences for pupils and purposeful care and well-being practices that support all members of the school community.

The leadership team considers a wide range of evidence to identify the school's improvement priorities. These focus on developing provision to improve pupils' well-being, learning experiences and skills. The school's teachers, support staff and governors contribute to the evaluation processes purposefully. They have a strong understanding of the importance of their roles when focusing on developing high quality provision that affects positively on pupils' learning and well-being.

Leaders implement a positive culture and ethos to promote, develop and support staff's professional learning. They share ideas and adopt effective and worthwhile practices wisely, which contributes purposefully to the school's ethos and philosophy as a learning organisation. Leaders support staff to reflect and consider the impact of professional learning on pupils' learning, well-being and the development of a wide range of skills. For example, staff hold regular professional discussions to review specific aspects of the curriculum, their assessment practices and to trial new approaches and ideas to continue to support pupils' progress and outcomes.

Leaders build effective relationships with nearly all parents. The regular communication channels and effective co-operation promote the school in its community successfully. Leaders know the needs of the pupils and their community well and offer valuable opportunities for parents to support their children's well-being and learning. For example, staff run welcome evenings with parents and pupils about different aspects of the curriculum. This supports parents well and helps develop their understanding of their children's work, well-being and progress.

Teachers and support staff inspire pupils, raising their aspirations successfully by setting high expectations during lessons and in daily activities. This helps to ensure that nearly all pupils have enthusiastic attitudes to learning and strive to communicate how and what they learn effectively. Teachers and support staff are effective and skilful language models in both English and Welsh. By the end of their time at school, most pupils are confident and eloquent communicators in English, both with adults and each other. Staff encourage

pupils to speak Welsh and make purposeful use of the language as a core part of pupils' learning and play.

Teachers plan thoroughly to develop pupils' literacy skills. The early reading and writing skills of most of the youngest pupils develop robustly. Most pupils use their early writing and mark making skills confidently, and as their skills develop further as they get older, they begin to write sentences, demonstrating a good awareness of basic spelling and punctuation. Most older pupils develop good reading and writing skills, reading with meaning and effective intonation and writing in a range of engaging genres purposefully.

Teachers plan, prepare equipment and introduce purposeful mathematics tasks to develop pupils' numeracy skills across the curriculum. As a result, teachers and support staff ensure that most pupils develop a range of useful and appropriate numeracy skills. In addition, teachers provide purposeful opportunities for pupils to develop their digital skills. This means that most pupils use their digital skills effectively across the areas of learning. However, teachers do not provide pupils with enough challenging opportunities to apply their literacy, numeracy and digital skills, at appropriate levels, across the curriculum.

Teachers provide an interesting curriculum that develops pupils' understanding of their local area and the wider world skilfully, for example by learning about the history of the reservoir in Swiss Valley and the history of steel production in Llanelli. In addition, teachers plan sensible opportunities for pupils to discuss important issues, such as relationships and diversity. They provide pupils with engaging experiences to develop positive attitudes to spiritual awareness and moral matters, which affect their own lives and those of other people. As a result, pupils show respect for others and develop their awareness of different identities successfully. Additionally, the school's curriculum develops pupils' creative and artistic skills effectively.

Most pupils have positive attitudes towards their learning and the working relationships and respect between staff and pupils are strong. Most pupils cooperate with their peers well and consider the views of others sensibly. They listen carefully to teachers and take pride in their work and progress, and their behaviour is excellent. They ask relevant and worthwhile questions and make positive contributions to class discussions and to the school's pupil leadership groups.

Teachers explain tasks clearly and support pupils to contribute willingly to their learning. Teachers ensure that lessons have a good pace and flow and use a range of meaningful resources to support pupils' learning well. In addition, teachers work cohesively with support staff to provide effective support for pupils. In the best teaching and learning practices, teachers and support staff know when to intervene and when to promote perseverance amongst pupils. This engages and maintains the interest of most pupils in

their learning and enables them to make good progress. However, teachers' feedback does not lead to the next steps in pupils' learning effectively enough.

Staff provide stimulating learning environments to encourage success and enthusiasm among pupils. This promotes pupils' learning and well-being successfully and as a result most pupils make effective progress from their starting points. Provision for pupils with additional learning needs (ALN) is co-ordinated robustly and it meets the needs of nearly all pupils who need additional support effectively. Staff work in partnership with external agencies successfully to support pupils and most pupils with ALN make good progress in line with their targets and starting points.

Staff use areas of the extensive school grounds and their local area to promote a bespoke and innovative curriculum effectively. However, the resources and outdoor learning opportunities for younger pupils are not equitable across foundation classes. Leaders ensure that pupils have access to a variety of both quiet and stimulating areas, including inviting intervention areas. Staff make effective use of these thoughtfully designed spaces to support pupils' learning and address their individual needs. These support areas nurture pupils' well-being successfully, such as by providing a calming space for anxious pupils before they return to their lessons.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

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

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

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body 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 and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read 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 classes, including learning support groups 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 and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- 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 makes references 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 (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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

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

This and other Estyn publications are available on our website: www.estyn.gov.wales

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

© Crown Copyright 2025: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 19/12/2025