

**Report following monitoring**

**Level of follow-up: Special Measures**

**Meidrim C.P. School**

**Meidrim  
Carmarthenshire  
SA33 5QN**

**Date of visit: December 2025**

**by**

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

**This report is also available in Welsh**

## Outcome of visit

Ysgol Meidrim is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

## Progress since the last inspection

### **R1. Address the safeguarding issue raised during the inspection**

Leaders have worked successfully with the local authority to address the safeguarding issues raised during the core inspection. As a result, at the time of the visit, the school's arrangements for safeguarding pupils are no longer a cause for concern.

### **R2. Define and develop leaders' responsibilities to operate more strategically, ensuring that self-evaluation and planning for improvement processes are rigorous enough to address the areas for improvement**

Over time, the acting headteacher has developed an effective team of staff who are completely committed to their strategic roles and the school's values.

Since the core inspection, leaders have worked together successfully to ensure that robust arrangements are in place to evaluate the quality of provision and plan for improvement. With the support of the local authority, leaders have developed a detailed timetable and clear and thorough self-evaluation methods to identify the strengths in teaching and learning and the areas for improvement.

Governors have been assigned responsibility for specific priorities, in line with their expertise, and have received clear training from local authority officers. Members of the governing body are now an active part of improvement processes, by attending regular meetings and by conducting book scrutiny activities and talking to pupils. As a result, they have a sound understanding of progress in pupils' skills across the school.

Leaders create a positive culture and ethos to promote and support staff's professional learning. All members of staff are given regular opportunities to attend training and visit schools to observe good practice. They are encouraged to undertake additional responsibilities and experiment with their teaching methods regularly. As a result, staff

adapt their provision, both inside and outside the classroom, successfully to provide more opportunities for pupils to develop and apply their skills across the curriculum.

**R3. Plan purposeful opportunities for pupils to develop and apply their literacy and numeracy skills purposefully across the areas of learning over time, by setting an appropriate challenge to ensure that all pupils achieve to the best of their ability**

Staff, with the support of the local authority, have designed a purposeful curriculum for pupils. They plan a variety of activities to support pupils to develop and apply their literacy and numeracy skills in a variety of interesting contexts. Staff are mindful of the requirements of each area of learning and experiences and include the pupil's voice regularly when planning learning activities.

Staff have taken part in purposeful professional learning opportunities on how to develop pupils' literacy and numeracy skills. This means that all members of staff have a sound understanding of developments in pupils' skills. Staff have also visited local schools to observe effective practices. The effect of this professional learning is becoming more apparent in teaching which, in turn, has a positive effect on pupils' skills.

Teachers provide tasks that are tailored to pupils' needs, ensuring an appropriate challenge for most pupils. Teachers use a range of teaching strategies to meet pupils' needs. Staff and leaders track pupils' progress effectively and provide support, as necessary. As a result, many pupils make sound progress in line with their age and ability.

Teachers provide regular opportunities for pupils to develop their language and mathematics skills constructively over time. Purposeful opportunities have been planned for pupils to write in a variety of genres in different contexts. As a result, many pupils' literacy skills develop soundly as they move through the school. Specific opportunities have also been planned for pupils to develop their mathematical skills across a wide range of procedures. As a result, many pupils respond with increasing confidence and make sound progress.

Staff provide meaningful opportunities for the youngest pupils to develop their literacy and numeracy skills both inside and outside the classroom. These opportunities help pupils to become increasingly independent. Most of the oldest pupils apply their literacy and numeracy skills with increasing confidence in a range of purposeful contexts.

**R4. Ensure that teachers' feedback and regular opportunities for pupils to respond to it is implemented purposefully to support them to improve their work and raise standards**

Leaders have provided staff with beneficial professional learning on different aspects of effective assessment and questioning. They have also produced a useful guide on the school's expected feedback methods. As a result, staff provide purposeful feedback and regular opportunities for pupils to improve their work.

Following a visit to neighbouring schools, the acting headteacher has updated the assessment, marking and feedback policy and introduced a useful marking code across the school. This equips staff to share timely and meaningful feedback, which enables nearly all pupils to complete tasks successfully and make sound progress in their skills across the areas of learning and experience.

Most older pupils explain how feedback and targets support them to improve their work with increasing independence. Most pupils now have a clear understanding of what they have done well and what needs to be improved. Teachers continue to conduct research into effective feedback methods to respond to pupils' individual needs.

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