

A report on
Ammanford Nursery School

**High Street
Ammanford
Carmarthenshire
SA18 2NS**

Date of inspection: November 2025

by

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

This report is also available in Welsh

About Ammanford Nursery School

Name of provider	Ammanford Nursery School
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	81
Pupils of statutory school age	
Number in nursery classes	78
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 21.7%)	
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 9.2%)	
Percentage of pupils who speak Welsh at home	
Percentage of pupils with English as an additional language	
Lead partner in Initial teacher education	No
Date of headteacher appointment	02/09/2024
Date of previous Estyn inspection (if applicable)	

A report on Ammanford Nursery School
November 2025

Start date of inspection	24/11/2025
--------------------------	------------

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

At Ammanford Nursery School, pupils are happy while playing and learning. They are enthusiastic when exploring all kinds of rich experiences both inside and outside the classroom, which motivates them to immerse themselves and learn well alongside their friends. Pupils are proud to be a unique member of the inclusive provision and enjoy improving their knowledge and understanding of different themes.

Staff have a caring working relationship with pupils and know their well-being and learning needs well. Through this, pupils feel safe and treat each other and adults with respect and kindness. Staff enable pupils to foster a strong sense of belonging and an appreciation of the school, the local community, Wales and the wider world.

The dedicated team of staff work together skilfully in planning a curriculum that corresponds to pupils' interests and learning needs. Pupils are given valuable opportunities to say what they would like to learn within the stimulating environment. As a result, staff adapt activities skilfully to engage pupils' interest and support their learning. Staff present an effective range of activities that support most pupils to make consistent progress over time. In general, evaluation processes do not always present wider information about pupils' learning and progress.

Teachers and teaching assistants have high expectations of pupils. They encourage pupils to challenge themselves and to develop as enterprising and creative learners. Practical opportunities, such as at 'Caffi Plwmp', foster pupils' independence well and develop their social and communication skills effectively.

The acting headteacher provides inspirational leadership that promotes continuous improvement. Through effective self-evaluation processes, leaders identify effectively what the school does well and what needs to be improved. Governors and parents are very supportive of the school, which contributes beneficially to pupils' well-being and development.

Recommendations

We have made one recommendation to help the school continue to improve

R1 Develop processes for evaluating pupils' learning and progress further

What happens next

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

Main evaluation

Pupils enjoy playing and learning in the school's stimulating environment, which is an integral part of the inclusive learning community. Most have sound attitudes to learning as they explore a rich variety of experiences enthusiastically. One of the school's most prominent qualities is the way in which pupils interact completely naturally with their peers and staff, gaining confidence to immerse themselves fully in their learning. Through this, from their various starting points, most pupils, including those with additional learning needs and those from low-income households, make consistent progress in developing their skills. This provides a firm foundation for them to continue to develop throughout their learning journey.

Staff have highly effective working relationships with pupils. They identify the emotional and learning needs of all individual pupils, which encourages trust as a sound basis for teaching and learning. Provision that is organised carefully by staff to support the well-being of all pupils is effective, and this promotes good behaviour and pupils' consistent engagement in their learning. As a result of the staff's gentle care of each pupil, they are happy to learn and treat each other and others with respect, kindness and appreciation.

The dedicated team of staff develops and delivers a curriculum that prioritises pupils' interests and learning motivation effectively. Beneficial opportunities are provided for pupils to contribute ideas about their learning as staff plan the relevant learning experiences for them and adapt the activities to respond to their interests and their learning. Most pupils' awareness of 'belonging' is sound and they develop their understanding of valuing the school and their home, the local area, Wales and the wider world effectively.

Staff organise the learning areas and manage pupils successfully within the stimulating learning environment. They have high expectations of pupils and encourage them to challenge themselves without fear of failure, and to take risks as an integral part of the learning process. This contributes beneficially towards deepening pupils' knowledge and understanding of different experiences across the curriculum. Through this, as staff provide spontaneous learning opportunities in the indoor and outdoor provision, most pupils develop skilfully as ambitious, enterprising and independent learners.

Teachers and teaching assistants are skilful language models and communicate with pupils in Welsh and English completely naturally. The short and regular sessions, which are delivered by staff at a pace that is suitable for learning, support pupils to revisit vocabulary, language patterns and concepts skilfully to reinforce learning seamlessly.

Staff plan purposeful opportunities for pupils to develop their listening and speaking skills which, in turn, supports most pupils' development in both streams as they acquire Welsh and English skilfully over time. Most pupils enjoy listening to stories and immersing themselves in books and begin making marks as part of their communication development. Through a variety of valuable experiences, they develop resilience to form shapes that lead to letters and simple words over time.

Through relevant use of the valuable learning areas, most pupils' creative and physical skills develop successfully, such as when designing and taking part in an obstacle race on the playground. These purposeful activities also support most pupils to solve problems and to think creatively effectively, for example in mathematics and digital activities.

One of the provision's notable is the way in which pupils can choose the time they have their milk and snack at 'Caffi Plwmp' independently. This fosters pupils' understanding of the importance of drinking and living healthily, along with developing their communication and social skills successfully. Pupils' understanding of moral and spiritual aspects develop soundly through a variety of beneficial activities.

Teachers and teaching assistants question pupils skilfully as they learn. The inclusive support and timely intervention in pupils' learning are a strength which enables pupils to continue to make progress successfully. Staff observe and evaluate progress in pupils' knowledge and understanding in different contexts beneficially. Through relevant processes, these evaluations lead to professional dialogue among staff as a means of planning subsequent learning experiences. However, the processes for evaluating pupils' learning do not always convey wider information about their progress.

The acting headteacher leads the school in an inspiring and wise manner which makes a valuable contribution towards supporting staff to work together consistently for the well-being and learning of the pupils. By implementing her vision strategically to improve provision continuously, the acting headteacher provides teachers and teaching assistants with consistent support to undertake beneficial professional learning. This, in turn, has a positive effect on developing provision further to continue to enrich pupils' learning experiences and support them to make progress in their skills.

Leaders know the school well and, through beneficial self-evaluation processes, they identify the school's strengths and prioritise and act on the areas for improvement effectively. Governors are supportive of the school's work and know the community it serves well. On the whole, they contribute appropriately to evaluation processes and support and challenge the acting headteacher beneficially to develop different aspects of the school, such as improving pupils' attendance. As a result of the robust leadership at all levels, the school is a happy, caring and lively community that fosters well-being and meets the needs and aspirations of pupils and staff in full.

Parents appreciate the various learning experiences their children have as part of the stimulating provision. They are proud to be able to contribute to the development of their children's education to reinforce their learning experiences further. Parents are confident that they can contact staff to discuss their children's well-being and education needs, as appropriate. Parents receive regular information about what their children are learning and about the progress they make over time. Through valuable communication and co-operation between leaders, staff and parents, the school succeeds in realising the vision described in its motto: 'Caring for your child. Sharing in their future'.

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 early years pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer 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 (Welsh to English).

© Crown Copyright 2026: 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: 29/01/2026