

A report on

Ysgol Gynradd Pum Heol

**Old Road
Llanelli
Carmarthenshire
SA15 5EZ**

Date of inspection: February 2026

by

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

This report is also available in Welsh

About Ysgol Gynradd Pum Heol

Name of provider	Ysgol Gynradd Pum Heol
Local authority	Carmarthenshire Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3 – Welsh medium school
Type of school	Primary
Religious character	n/a
Number of pupils on roll	77
Pupils of statutory school age	67
Number in nursery classes	0
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 the primary sector is 22.9%)	11.5%
Percentage of 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%)	9.0%
Percentage of pupils who speak Welsh at home	19.4%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/01/2025

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February 2026

Date of previous Estyn inspection (if applicable)	17/09/2018
Start date of inspection	23/02/2026

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

The headteacher and staff understand their roles clearly. They are very supportive of each other and take good care of pupils in a homely environment. As a result, pupils feel safe at the school. Almost all behave well and many like to learn by persevering and seeking solutions and adapting their ways when they find their work difficult.

The school's values are clear and focus appropriately on improving pupils' learning and wellbeing. Teachers and assistants support and teach pupils with additional learning needs (ALN) effectively. As a result, most of these pupils make sound progress.

Teachers have planned a curriculum that is interesting and based on whole-school themes and pupils have beneficial opportunities to say what they would like to learn within each theme. Teachers provide appropriate activities for pupils that develop their literacy, numeracy and digital competence skills coherently over time. As a result, many pupils make suitable progress in these skills. However, there are not enough opportunities for pupils to write extended pieces of text or to apply their numeracy skills in other aspects of the curriculum, and the way in which pupils present their work is not neat enough.

Pupil's voice groups have been established and are beginning to influence the work of the school. For example, school council members have purchased equipment and designed a new sports uniform for the school.

Leaders, including governors, know what works well in the school and what needs to be improved and they have appropriate plans to make improvements.

Recommendations

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

- R1 Ensure that pupils' presentation of their work is orderly and neat
- R2 Ensure that pupils receive regular and appropriate opportunities to write at length in a range of contexts
- R3 Ensure that pupils receive regular opportunities to apply their numeracy skills in a range of 'real life' contexts across the areas of learning and experience

What happens next

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

Main evaluation

The school is a caring, inclusive and familial community that is a core part of its local community. Leaders ensure that there is a positive culture, inclusive ethos and appropriate strategic direction, which focus appropriately on improving pupils' learning and well-being. This includes those affected by poverty and those with additional learning needs (ALN).

The school's values are clear and based on offering Welsh-medium education and extensive experiences to pupils in a fair, homely and ambitious environment. The aim is to prepare pupils to learn the 'way to life', which is the school's motto, by developing their skills and values for life beyond the classroom and enabling them to face the challenges of the future successfully as local citizens and citizens of the world.

Teachers and assistants support pupils' spiritual, moral, social and cultural awareness purposefully and foster in them positive and respectful attitudes to diversity in society and encourage them to understand the importance of fairness and rights.

Teachers provide pupils with a range of interesting tasks that develop their literacy, numeracy and digital skills coherently over time. They question pupils effectively and use their responses to inform their learning and check their understanding. As a result, many pupils acquire the necessary skills to support their work and make suitable progress across the curriculum.

Many pupils' oral, listening and reading skills develop robustly. The majority speak Welsh reasonably accurately, but at times, the minority tend to turn to English unnecessarily. Many pupils' writing skills develop appropriately in both languages. However, the opportunities that they are given to write at length in various contexts across the areas of learning and experience are limited and the presentation of their work is not neat enough.

Teachers develop pupils' numeracy skills successfully. As a result, most make sound progress in these skills and apply them in various mathematical contexts. However, there are few opportunities to apply them in 'real life' situations in rich contexts across the other areas of learning and experience. Most make sound progress in their digital skills and apply them confidently in their work across the curriculum.

The school has a marking code that helps pupils understand their strengths and areas they need to improve. However, teachers' feedback is not always clear enough to ensure that pupils understand exactly what they need to do to improve their work. The school has begun to provide appropriate opportunities for pupils to evaluate their own work and the work of their peers.

All staff encourage pupils to develop positive attitudes to their learning. As a result, many participate purposefully in their activities. Many persevere or seek solutions through various ways when they face difficulties.

Teachers plan purposefully as a whole-school team to provide activities that are based on the school's termly theme. They ensure that all elements of the curriculum are included over time and that the activities engage pupils' interest successfully. They provide purposeful opportunities for pupils to influence what they want to learn within each one of these themes.

Spotlight: Ensuring curriculum coverage over time

Teachers arrange whole-school themes based on one main driver, namely one of the areas of learning and experience, and two sub-drivers, namely two other areas of learning and experience each term. For example, the theme of 'Conflict and Resolution' is based on humanities as the main driver, and science and technology and the expressive arts as sub-drivers. By varying these, they ensure that all areas receive appropriate attention over two years.

Staff support pupils' emotional and social needs purposefully, which enables them to engage positively with their learning experiences. They also promote good standards of behaviour that foster self-discipline successfully. As a result, almost all pupils behave well, are happy in their learning and play, and state that they feel safe at the school.

Staff co-ordinate effective support for pupils with ALN, including working in partnership with external agencies, where appropriate. As a result, most pupils with ALN make sound progress.

The school has an effective procedure to track pupils' progress, which enables staff to monitor their development and identify the next steps in their learning. It also has robust arrangements to promote regular attendance, which contributes to the fact that attendance rates are increasing and are above the national percentage.

The school develops pupils' leadership skills appropriately by providing them with various opportunities to undertake a range of responsibilities. For example, older pupils take responsibility for the day to day running of the fruit shop, including ordering and keeping financial accounts. These experiences contribute positively to the development of their entrepreneurship skills and sense of responsibility. Pupil voice groups have been established and are beginning to influence the work of the school. For example, school council members have led an activity to evaluate the school's physical education resources, improve them, and design a new sports uniform.

The school prepares pupils successfully for the next stage in their learning by providing opportunities for them to settle in as they move from one class to the next, as well as transitioning to the secondary schools that it feeds.

The headteacher, governors, teachers and assistants are extremely supportive of each other and pupils and ensure that the school is a familial and safe haven for all. Governors have a sound understanding of their roles and discharge them successfully as critical friends. Leaders evaluate the school's work conscientiously and plan effectively for improvement. In a short time, leaders have a reasonably successful track record of making improvements. Recent examples include increasing attendance and improving pupils' enjoyment of reading.

Leaders allocate staff's roles and responsibilities clearly to meet pupils' needs, while ensuring an appropriate balance between their work and home life. They manage staff's performance successfully and provide them with relevant and effective professional learning opportunities, which has a positive effect on pupils' learning and wellbeing. They also take appropriate action to address national priorities such as developing the Welsh language, reducing the effect of poverty and provision for pupils with ALN.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for the 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. However, the school is facing a difficult situation of overspending, and they are working with local authority officials to try and reduce the debt.

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.

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