

A report on

Ysgol Ger y Llan

**St Davids Road
Letterston
Haverfordwest
Pembrokeshire
SA62 5SL**

Date of inspection: June 2026

by

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

This report is also available in Welsh

About Ysgol Ger y Llan

Name of provider	Ysgol Ger y Llan
Local authority	Pembrokeshire County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3 – Welsh Medium School
Type of school	Primary
Religious character	Church in Wales voluntary controlled school
Number of pupils on roll	101
Pupils of statutory school age	77
Number in nursery classes	10
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%)	14.3%
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%)	18.2%
Percentage of pupils who speak Welsh at home	7.8%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2018

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Date of previous Estyn inspection (if applicable)	22/01/2020
Start date of inspection	22/06/2026

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 school is a happy and caring haven where everyone feels safe and that they are treated fairly. Almost all pupils behave well and greet each other and adults politely. Teachers provide pupils with exciting experiences in a relaxed yet active environment. This helps them to aspire to realise the school's motto, namely 'gwneud eu gorau glas' (to do their very best), and to enjoy learning.

Leaders are experienced and lead the school in a calm, kind and effective manner. They have appropriate expectations of themselves, staff and pupils. They distribute staff roles and responsibilities clearly with the aim of supporting pupils from all backgrounds and abilities to make sound progress in their learning. Governors understand their roles clearly and undertake them effectively.

The school's self-evaluation and improvement procedures are well-organised. Although these help leaders to understand what is effective and what needs to be improved, they are not sharp enough to help them to make improvements quickly enough.

Teachers develop pupils' literacy and numeracy skills successfully, and most make sound progress and apply their skills confidently in 'real' life situations. In general, most pupils' digital skills develop appropriately but they do not have sufficient opportunities to learn about spreadsheets and databases.

Most staff are robust language models and encourage pupils to speak Welsh regularly. They assess pupils' progress successfully and, on the whole, support them to move their learning forward appropriately. However, teachers do not always encourage pupils in the school's older classes to persevere to improve their work further, rather than leave it to complete other tasks.

Teachers provide pupils with a broad and interesting curriculum that is based on the local area, Wales and the wider world. They offer valuable opportunities for pupils to offer their own ideas about what they want to learn and, as a result, pupils have robust ownership over their own learning.

One of the school's strengths is the highly effective cooperation that exists between teachers and assistants. This has a positive effect on pupils' progress and enriches the wonderful sense of community that exists in the school.

Recommendations

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

- R1 Strengthen self-evaluation and improvement procedures
- R2 Provide opportunities for pupils to develop the full range of digital skills
- R3 Ensure that teachers encourage pupils in the school's older classes to persevere in their activities and achieve to the best of their ability

What happens next

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

Main evaluation

The school is a happy, caring and inclusive community where almost all pupils behave well. They greet each other, staff and visitors politely and discuss their learning maturely. Almost everyone feels safe at school, and that they are treated fairly and with respect. They understand the importance of attending school regularly, which has a positive effect on their attendance over time.

Teachers provide pupils with interesting and exciting learning experiences. This inspires them to aspire to realise the school's motto, namely 'gwneud eu gorau glas' (to do their very best), and to demonstrate positive attitudes to their learning. One of the school's main aims is to provide a robust education, based on Christian and Welsh values, taking advantage of the rich culture of the local area and Wales. The strong link that exists between the school and the local church enriches this and encourages pupils to appreciate the contribution of the church and community to their daily lives.

Leaders are experienced and lead the school in a calm and kindly manner. They have appropriate expectations of themselves, staff and pupils. They distribute staff roles and responsibilities clearly, which supports them to meet pupils' needs well and ensure that most of them, including those with additional learning needs (ALN) and those from low-income households, make sound progress in their learning. Leaders are supported successfully by governors who understand their roles well and undertake them effectively.

The school's self-evaluation and improvement procedures are well-organised and based on suitable activities that are mapped sensibly throughout the year. Although these help

leaders to identify the school's main strengths, and a few aspects that are in need of improvement, they are not sharp enough to enable them to make improvements quickly enough. However, leaders take consistent and effective steps to address national priorities such as developing pupils' literacy, encouraging independence in their learning, and meeting their well-being needs. Recently, for example, leaders have focused successfully on improving pupils' Welsh oracy. This has had a very positive effect on pupils' oral skills across the school.

Leaders use the school's resources prudently to ensure that teaching and learning are effective and that adults provide beneficial support to support pupils' wellbeing. They also ensure that teachers and assistants have beneficial opportunities to develop their skills by undertaking relevant professional learning activities regularly.

Teachers provide a balanced and interesting curriculum, which is based directly on the local area and allows pupils to identify themselves as citizens of their area, Wales and the wider world. Leaders have established effective methods of incorporating pupils' ideas about what they would like to learn. As a result, pupils have robust ownership of their learning.

Most staff are effective language models. They take every opportunity to promote and raise the status of the Welsh language and Welshness in all aspects of school life. They question pupils skilfully to acquire their ideas, to recall their previous learning and to extend their knowledge effectively. They assess pupils' progress successfully and provide regular feedback to enable them to identify the next stage in their learning. However, teachers do not always encourage pupils in the school's older classes to persevere enough on their tasks so that they achieve to the best of their ability.

One of the school's strengths is the highly effective co-operation that exists between teachers and assistants. This has a positive effect on pupils' progress and enriches the wonderful sense of community that exists in the school. By preparing varied and exciting activities for them, teachers and assistants ensure that most pupils' skills are developed fully. Through interesting themes and tasks that ignite the imagination and encourage experimentation and research, most pupils show a natural appetite, independence and enthusiasm for learning. Staff support pupils' personal and social development sensitively and effectively, ensuring they have regular opportunities to discuss important aspects such as relationships, diversity, empathy and respect. This prepares them well to be responsible and kind citizens of the future.

The provision supports most pupils to make sound progress in their literacy and numeracy skills, and they apply them confidently in real-life situations. On the whole, most pupils' digital skills develop appropriately. They apply these skills effectively to research and support their learning regularly. However, there are few opportunities for pupils to use

digital packs to support their data handling and modelling work, for example through the use of spreadsheets.

Staff encourage pupils to have a positive influence on the life and work of the school and to lead and take responsibility on the different councils. For example, members of the Criw Cymraeg reward the efforts of their peers to speak Welsh naturally during the day. This raises the status of the Welsh language and encourages everyone to speak the language regularly. Others have rich opportunities to plan how to spend funds that are delegated to them by the Friends Association in a way in which all pupils would benefit, such as ordering specific equipment for the outdoor learning area.

Leaders provide effective support to pupils with ALN, working in partnership with external agencies, where appropriate. The ALN Co-ordinator, supported by a team of assistants, creates detailed profiles which include important information about pupils and how to promote their wellbeing and support them to make progress against their targets. They track the progress of these pupils in detail and adapt provision, where necessary, to ensure that they meet their wellbeing and learning needs successfully.

Leaders have various ways to communicate effectively with parents, including digital media, a regular newsletter and an open-door policy. They also organise workshops occasionally to assist them in helping their children with activities such as reading, for example. This builds beneficial relationships with parents. The school also prepares pupils robustly for the next stage of their learning by making beneficial links with the 'cylch meithrin' on the school grounds, and the local secondary school. As a result, most pupils transfer from one stage of learning to the next reasonably smoothly.

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.

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.

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