

**A report on**  
**Ysgol Griffith Jones**

**Station Road**  
**St Clears**  
**SA33 4BT**

**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 Griffith Jones

|                                                                                                                                                                                                                                |                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Name of provider                                                                                                                                                                                                               | Ysgol Griffith Jones                              |
| Local authority                                                                                                                                                                                                                | Carmarthenshire County Council                    |
| Language of the provider                                                                                                                                                                                                       | Welsh                                             |
| School category according to Welsh-medium provision                                                                                                                                                                            | Category 2/3: Welsh-medium / dual language school |
| Type of school                                                                                                                                                                                                                 | Primary                                           |
| Religious character                                                                                                                                                                                                            | n/a                                               |
| Number of pupils on roll                                                                                                                                                                                                       | 297                                               |
| Pupils of statutory school age                                                                                                                                                                                                 | 231                                               |
| Number in nursery classes                                                                                                                                                                                                      | 40                                                |
| 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%) | 10.0%                                             |
| 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%)                | 6.1%                                              |
| Percentage of pupils who speak Welsh at home                                                                                                                                                                                   | 27.3%                                             |
| Percentage of pupils with English as an additional language                                                                                                                                                                    | 2%                                                |
| Lead partner in Initial teacher education                                                                                                                                                                                      | No                                                |
| Date of headteacher appointment                                                                                                                                                                                                | 01/09/2008                                        |

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|                                                   |            |
|---------------------------------------------------|------------|
| Date of previous Estyn inspection (if applicable) | 22/03/2020 |
| Start date of inspection                          | 01/06/2026 |

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](https://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 leads the school effectively and sets a clear direction based on shared, purposeful values. He has high expectations of himself, the staff and pupils and always aims to ensure that the school continually improves.

The school motto, “*Dysgu gyda’n gilydd*”, is evident in the way in which pupils work together and support each other. Nearly all pupils say that they are happy at school and feel safe there.

Teachers plan stimulating learning experiences which develop pupils’ literacy, numeracy and digital skills successfully. This ensures that most pupils, including those with additional learning needs (ALN) and those from low-income households, make sound progress. The curriculum is broad and relevant, with a strong focus on the local area.

Teachers use a range of effective teaching methods, including questioning pupils purposefully, and plan tasks that motivate them well. However, they do not always provide pupils with regular enough opportunities to develop their independent learning skills and many are over-reliant on guidance from adults.

Provision for pupils with ALN is strong. The school identifies their needs at an early stage and provides appropriate programmes to support them. Effective co-operation between teachers and learning assistants ensures consistent provision for these pupils.

The school promotes pupils’ personal development effectively, including their moral, social and cultural awareness. Leadership opportunities, such as undertaking responsibilities as a member of the school council, develop pupils’ confidence and voice very successfully.

Governors understand their role well. They ensure that resources are managed responsibly and that the school is a safe place. Self-evaluation and improvement planning processes are robust and lead to continuous improvements.

## Recommendations

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

R1 Continue to develop pupils’ independent learning skills.

## What happens next

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

## Main evaluation

The school motto, '*Dysgu gyda'n gilydd*', characterises all aspects of the school's work. Staff are wholly committed to encouraging and supporting pupils to foster positive relationships and to respect each other. This is an obvious strength which, in turn, promotes pupils' good behaviour and the care they have for each other in their work and play. Nearly all pupils are happy to come to school and feel that they are safe, respected and treated fairly.

Senior leaders provide strong leadership that places a clear emphasis on shared values. These values are clear and based on principles such as providing a happy, caring and inclusive environment that celebrates the effort and success of all individuals and prioritises pupils' mental, emotional and physical well-being. The headteacher has high expectations of himself, the staff and pupils and is fully committed to maintaining a culture of continuous improvement to make the school an effective haven.

Another of the school's strong features is the way in which teachers support the development of pupils' literacy, numeracy and digital competence skills in an organised manner across a range of interesting contexts. They track pupils' progress effectively from the outset, ensuring that they have a sound awareness of each pupil's needs and the progress they are making. This supports most pupils, including those with additional learning needs (ALN) and those from low-income households, to make sound progress in their learning.

The curriculum is interesting, broad and includes the ideas of pupils and parents about what they would like to learn. Consistent attention is given to the local area as a prompt, which ensures that pupils of all ages have a sound understanding of their '*cynefin*' and of the history and cultural and linguistic heritage of their local area and Wales.

### Spotlight: Using the pupils' '*cynefin*' to stimulate learning

The school uses the pupils' '*cynefin*' effectively as a stimulus for their tasks. For example, having examined the history and influence of Merched Beca and Griffith Jones, Llanddowror, pupils develop a thorough understanding of their identity and heritage. This inspires them to write extended pieces of a high standard, which demonstrate depth, maturity, empathy and a clear sense of purpose across a range of forms.

Teachers and learning assistants encourage pupils to develop positive attitudes to learning. They have high expectations and provide tasks that are interesting and stimulate pupils to engage successfully in their learning. They use purposeful teaching practices, which enable pupils to understand the requirements of their work and make progress within learning sessions. They use effective questioning methods that encourage pupils to recall their previous learning, confirm their understanding and inform the direction of learning successfully. Most support pupils to identify their strengths and what they need to do to improve their work. For example, in the weekly '*Ymateb i Adborth*' (Responding to Feedback) session, pupils respond positively to teachers' comments and improve their work purposefully. Although teachers ensure that most pupils make sound progress in their learning, opportunities for them to develop their independent learning skills consistently and in a range of contexts are limited. As a result, many are over-reliant on guidance from adults.

The school's provision to support pupils with ALN is sound. Staff co-ordinate beneficial support for these pupils, by working productively and purposefully in partnership with external agencies, where appropriate. The school identifies pupils' needs well and at an early stage, providing them with specific support programmes, where necessary. Teachers work effectively with the learning assistants who lead these programmes, either in groups or individually, to understand exactly what they have delivered to pupils. This enables them to continue with the same focus when pupils return to their usual classes. This helps these pupils to be confident and to make consistent progress.

Staff support pupils' spiritual, moral, social and cultural awareness successfully. By following themes such as 'equity' and 'rights', pupils develop a positive mindset towards working together and the importance of considering the views of others continuously.

Staff seek pupils' opinions regularly, not only in relation to what they would like to learn, but also on less formal issues such as choosing which music track to play in the foyer. They also develop pupils' leadership skills extremely effectively by providing beneficial opportunities for them to undertake responsibilities such as planning, organising and delivering extra-curricular activities for their peers. The school council also works conscientiously to make decisions about expenditure.

### **Spotlight: Developing pupils' leadership skills and resourcefulness**

Staff encourage pupils to undertake responsibilities and nurture their leadership skills and resourcefulness in 'real life' situations. Recently, members of the school council have considered the opinions of their peers and agreed to buy resources for the outdoor areas to improve their well-being. As the cost was beyond the council's resources, they had to work closely with the Parent, Teacher and Friends Association to secure additional funding.

Governors have a sound understanding of their roles and responsibilities to ensure a robust culture of safeguarding. By working with the headteacher, they manage the school's resources conscientiously to ensure high quality teaching and learning and effective support for the well-being of pupils and staff. They ensure that the school's procedures to ensure that pupils attend regularly are effective.

Leaders evaluate the school's strengths and areas for improvement thoroughly. Improvement processes are sensible, timely and include suitable priorities, which has a positive effect on pupils' progress, standards and well-being. Leaders also address national priorities, such as developing pupils' literacy and meeting their well-being needs purposefully.

Leaders consider the workload and well-being of staff regularly and support them to address what they need to carry out their work. They plan effectively to ensure succession in the staff. This, again, is one of the school's strengths. The relevant and effective professional learning opportunities provided for staff have a positive effect on pupils' learning and well-being. For example, recently, they have worked with neighbouring schools to ensure consistency in provision for teaching calculation methods in mathematics and numeracy.

Through purposeful discussion among the staff and by working effectively with the secondary sector, pupils are prepared well for the next stage in their learning.

### **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/committee members through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons, including learning support groups and the specialist resource base (where appropriate) 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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  
(<http://www.estyn.gov.wales/>)

The report was produced in accordance with Section 28 of the Education Act 2005.

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

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