



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Gynradd Pum Heol  
Heol Hen  
Llanelli  
Carmarthenshire  
SA15 5EZ**

**Date of inspection: September 2018**

**by**

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

## About Ysgol Gynradd Pum Heol

Ysgol Gynradd Pum Heol is a community primary school that is maintained by Carmarthenshire local authority. The school is situated in the centre of the village and serves the village itself and the surrounding rural area.

There are 91 pupils between 3 and 11 years old on roll. Pupils are taught in four mixed-age classes, two for the foundation phase and two for key stage 2.

Over a three-year period, around 12% of pupils have been eligible for free school meals. This is lower than the national percentage of 18%. Around 19% of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. Welsh is the main medium of teaching and learning in the foundation phase, and the aim is to ensure that all pupils are bilingual by the end of key stage 2. The school identifies 24% of its pupils as having additional learning needs, which is higher than the national average of 21%.

The headteacher was appointed to the post in September 2012 and the school was last inspected in May 2011.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Staff create a caring ethos at the school, where everyone is respected and valued. There is a constructive and supportive relationship between adults and pupils, which contributes to the familial ethos, and the learning environment encourages pupils to take pride in their work and to contribute significantly to school life. Teachers' purposeful presentations, which include skilful use of information and communication technology, motivate pupils to concentrate and learn effectively in their lessons. As a result, most pupils make good progress during their time at the school. They have positive attitudes towards learning and many work together effectively and develop as enthusiastic learners.

The headteacher has a clear vision and high expectations, which are shared successfully with staff, governors, pupils and parents. Staff support the headteacher successfully to realise the school's priorities. There is a strong sense of teamwork and everyone works together effectively to raise standards and ensure pupils' wellbeing.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Raise the standards of pupils' reading and extended writing in Welsh
- R2 Ensure that reports on standards of teaching and learning refer clearly to the areas for development, in order to enable leaders and staff to address them
- R3 Provide regular and appropriate opportunities for pupils to assess their own work and that of their peers

## **What happens next**

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

## Main findings

### Standards: Good

On entry to the school, many pupils' communication and mathematical skills correspond to what is expected for their age. Most make good progress during their time at the school, including those with additional learning needs.

Many pupils' oracy skills develop quickly in the foundation phase. They respond positively to instructions and questions through the medium of Welsh by using simple sentence patterns correctly. By the end of the phase, many speak confidently about their work and express an opinion sensibly. In key stage 2, most listen carefully to the contributions of teachers and other pupils. They concentrate well and talk about their work maturely in both languages by using increasing vocabulary. By the end of the stage, many join discussions enthusiastically, for example when discussing scientific experiments on different planets. Many reach a high standard of bilingualism and pupils' thinking skills are developing soundly.

Pupils' Welsh reading skills are developing appropriately across the school. By Year 2, a majority read confidently and build unfamiliar words successfully. However, only a few more able pupils read with expression and express mature opinions about stories and characters. Most pupils in key stage 2 read correctly and confidently in English. They express an opinion about books and describe the main characters and sequence of events in stories meaningfully. By Year 6, they apply their reading skills effectively to support their work in subjects across the curriculum. However, a minority of pupils' Welsh reading skills in key stage 2 do not develop to the same standard as in English.

Many pupils make good progress in their writing skills by the end of the foundation phase. They vary their sentences, punctuate correctly and use an interesting range of adjectives and similes to enrich their work. For example, they have written interesting pieces based on 'Beti Bwt's' workshop following their visit to St Fagans. Many pupils' presentation of work is consistently good. In key stage 2, many write methodically in both languages and present ideas and information effectively. For example, in their work based on "Baboon on the moon", they convey their feeling as if they lived on the moon, and the effect of this on their use of their senses. In most classes, pupils apply their literacy skills soundly in various areas. However, examples of extended writing in Welsh based on other areas of the curriculum are limited across the school. At times, the number of worksheets in both stages limit a minority of pupils' extended writing skills.

Across the school, many pupils undertake a wide range of number activities effectively. As they move through the foundation phase, many have an appropriate understanding of mathematical concepts. They recognise shapes, understand the purpose of money and use their knowledge of time to solve practical problems. For example, pupils in Year 2 use their understanding while role-playing in the bakery by baking, pricing food and selling bread and cakes to their peers. In key stage 2, most pupils' standards of mathematics are good. They have a sound understanding of number and, by the end of the key stage, many pupils' mental mathematics skills are developing successfully. They use a wide range of calculation methods correctly

when gathering data, for example about the difference in temperature between Mexico City and Five Roads. Many older pupils use standard units of measurement to measure the bodies of members of the class and analyse the data effectively. Pupils across the school, including those who are more able, apply their numeracy skills consistently across different areas of the curriculum when completing challenging tasks regularly.

Most pupils' information and communication technology (ICT) skills are developing soundly. In the foundation phase, many pupils use a suitable range of software and equipment successfully in different areas of learning. The youngest pupils control an electronic toy confidently to follow a specific path. Most are familiar with saving their work confidently. By the end of the foundation phase, pupils use different programs confidently to write prayers and create an imaginary town electronically. In key stage 2, most pupils use ICT successfully to present data in the form of different graphs. By the end of the stage, most pupils use spreadsheets purposefully to discover pupils' fitness. They create a database confidently to differentiate between different characters from a commercial game. Pupils' understanding of the importance of e-safety is sound.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils enjoy the school's life and work, and feel safe within its caring, inclusive and supportive ethos. Many pupils behave well in the classes and around the school. They are polite and welcoming towards each other, staff and visitors, and this contributes towards the effective learning environment. Pupils are confident that the school responds promptly to any concerns they may have.

Nearly all pupils understand the importance of eating and drinking healthily, and they have a good awareness of the effect this has on their bodies. They take advantage of regular opportunities to take part in physical activities during lessons, break time and at times outside the normal school day. For example, they take part in activities to run 'a mile a day' and exercises to relax the body. Nearly all pupils in turn take advantage of opportunities to attend residential visits, such as the Urdd Residential Centre in Llangrannog, which makes a positive contribution towards developing their social skills and fitness.

Through the sports ambassadors scheme, older pupils care successfully for the younger ones when playing games on the playground. Pupils show that they shoulder responsibilities maturely by taking part in various children's committees, which have led to developing a sound awareness among pupils of the importance of being responsible and moral citizens.

Many pupils take advantage of regular opportunities to develop their life skills. For example, many have performed publicly in religious services in the community. They work with members of the community to improve the environment, such as the campaign to clear dog muck from the pavement outside the school and raising money to purchase new toys for the playground. This contributes well towards developing their personal and social skills.

Most pupils have positive attitudes towards learning. They develop as enthusiastic learners and respond well to the caring and inclusive community that is an integral

part of the school's life and work. Most pupils are eager to work and discuss effectively in pairs and groups. They work well with their peers and support each other, when necessary. As a result, many pupils develop as confident learners. However, only recently have pupils started to work more independently and make decisions about how and what they learn.

### **Teaching and learning experiences: Good**

There is a constructive and supportive relationship between adults and pupils. This creates a familial ethos in the school, which enriches the sense of continuous learning and raises pupils' self-confidence effectively. Teachers have good subject knowledge and prepare, organise and structure lessons effectively. Teachers link their lessons clearly with previous learning and use a range of strategies skilfully to encourage pupils to learn. Teachers' purposeful presentations stimulate pupils in their lessons. By being good language models, they encourage pupils to use the Welsh language regularly and correctly during the day. This raises pupils' awareness of the importance of accuracy, fluency and the area's rich dialect as they talk. Assistants make a valuable contribution to the quality of pupils' learning.

The principles of the foundation phase have been established very successfully in the school. Teachers provide a productive learning environment for pupils and plan learning experiences creatively to meet their needs and interests. Staff motivate pupils to discover for themselves and to learn independently from the outset, by providing stimulating and interesting experiences that are based on the termly themes.

Teaching has a very positive effect on pupils' progress in many classes. In these classes, the wide range of experiences, in addition to teachers' clear expectations, enable many pupils in key stage 2 to produce work of a very good standard, particularly in terms of their English writing and numeracy skills. Teachers usually use effective strategies to maintain pupils' interest, particularly by using information and communication technology. However, in the few classes where teaching is not as effective, there is a tendency for teacher to over-direct learning, which limits pupils' ability to work independently.

Teachers plan effectively to develop pupils' literacy, numeracy and ICT skills across the curriculum. They develop the Cwricwlwm Cymreig successfully, which contributes well towards pupils' understanding of their language, area, culture and heritage successfully. For example, teachers arranged for a former miner from a nearby coal mine to visit the school to share his experiences with pupils, and for them to work with the local history club and visit an old nearby railway to learn about the village's coal-mining history. To enrich the curriculum further, valuable visits are organised to places of interest, such as St Fagans and Cardiff.

Teachers plan exciting activities to develop pupils' writing, numeracy and ICT skills, which lead to regular opportunities for pupils to develop these skills in broad contexts across the curriculum. Similarly, staff encourage pupils to use their creative skills across all areas of learning. For example, pupils have created a video to promote hygiene at the school, and presentations to convey information about housing during the Tudor period, which used their digital, creative, oral and social skills highly effectively.

There are appropriate procedures in place to provide opportunities for pupils to evaluate their own work. Teachers provide them with effective oral feedback, in addition to opportunities to improve their work. However, the practice of including pupils in assessing their own progress and that of their peers has not yet become embedded.

### **Care, support and guidance: Good**

The school is an inclusive community, which ensures that pupils feel safe and happy. Staff create a caring ethos where everyone is respected, valued and treated equally. The learning environment encourages pupils to take pride in their work and to contribute significantly to school life.

The school provides many specific opportunities for pupils to shoulder responsibilities, for example opportunities for pupils to be members of different committees and groups such as the digital wizards, sports ambassadors and the school council. This increases their confidence to develop as responsible and adventurous citizens, and encourages them to organise fundraising activities for different charities, which include the local hospital.

The school has a sound and purposeful relationship with parents and members of the community, which supports the school's robust values successfully. This broadens the care, support and guidance for pupils well. Pupils' sound commitment to the local community develops their social skills successfully, as they contribute to campaigns such as dealing with parking outside the school. The school seeks and considers parents' views appropriately through questionnaires and beneficial meetings. For example, they review policies and plans for future developments jointly.

Provision for personal and social education is good and the school provides valuable opportunities for pupils to perform in concerts, competitions and services. These opportunities help to promote pupils' self-esteem and confidence.

The school has effective procedures for promoting healthy eating and drinking, and encourages pupils to exercise regularly. As a result, pupils understand the importance of eating healthily and take part in after-school sports activities regularly, including the termly skiing trips.

The school promotes pupils' spiritual, moral, social and cultural development effectively through curricular activities, assemblies and creative events. Pupils gain valuable experiences by taking part in 'Creative Schools' projects and working towards the 'Wales for Peace' schools award. Collective worship periods provide valuable opportunities for pupils to reflect on values, such as trust, sharing and appreciation. Pupils are given regular opportunities to organise and present their own assemblies, which reinforces their understanding of moral and social aspects, for example the candle service. These experiences develop pupils' life skills very successfully.

The school has rigorous procedures to track pupils' progress and achievement, which include analysing various information and data. Information that is gathered is used regularly to track the development of specific groups of pupils, particularly the effectiveness of particular strategies to strengthen their literacy skills. An effective



internal tracking system enables staff and leaders to evaluate the effect of provision on pupils' progress and helps them to provide them with support activities or specific challenges. As a result, the quality of provision for more able and talented pupils is successful and challenges them to achieve at the higher levels.

The quality of provision for pupils with additional learning needs is rigorous and effective. The school identifies learners' needs at an early stage and intervenes effectively, where necessary. These procedures are of a good quality and are reviewed regularly. The school works closely with all stakeholders when reviewing pupils' progress. Most pupils are aware of their targets and know what they need to do in order to improve their work.

Procedures for monitoring behaviour and attendance are sound, and the school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Leadership and management: Good**

The headteacher has a clear vision and high expectations, which are shared successfully with staff, governors, pupils and parents. Staff support her successfully to realise the school's priorities. There is a strong sense of teamwork and everyone works together effectively to raise standards and ensure pupils' wellbeing and social skills.

Regular staff meetings discuss pupils' standards, progress and wellbeing regularly, and focus clearly on responding to priorities for improvement. The school has suitable performance management arrangements that promote relevant aspects of staff's professional development. Teachers make purposeful use of their planning, preparation and assessment time, and these arrangements are managed well. All staff are aware of their roles and responsibilities, and they have clear and up-to-date job descriptions. Staff are given regular opportunities to work effectively with other schools within the local cluster. In addition, transition arrangements with the secondary school are very effective and ensure that pupils transfer confidently to the next stage in their education.

The school responds successfully to national and local priorities. For example, it has given priority to introducing effective strategies to develop the digital competence framework and the Welsh Language Charter. This has a positive effect on pupils' standards, particular in their ICT skills and their Welsh oracy skills.

Governors have rigorous knowledge of the school's performance and play an increasing role in self-evaluation procedures. By working effectively with the school's leaders, talking to pupils and scrutinising their workbooks, governors have a clear understanding of the school's strengths and areas for development. They use this knowledge effectively to make decisions and to set a strategic direction for the school's work. As a result, they succeed in supporting and challenging the school effectively about its performance. This, for example, has had a positive effect on standards of science across the school.

Leaders follow a methodical monitoring timetable and undertake activities that help them to evaluate the quality of the school's work fairly effectively. On the whole,

leaders' reports on the quality of teaching and learning identify strengths and areas that need to be developed further. However, comments are not always incisive and specific enough to enable leaders to address the areas for improvement effectively enough.

Outcomes of monitoring procedures are recorded appropriately in the current self-evaluation report. This is a comprehensive document and provides an honest picture of the school. There is an appropriate link between the outcomes of the self-evaluation procedure and the priorities that are identified in the school improvement plan. This plan focuses relevantly on improving standards and identifies staff responsibilities clearly. It is costed appropriately and includes sensible timescales and suitable criteria to measure their effectiveness. The school has prioritised effectively by placing a strong emphasis on developing pupils' reading and ICT skills. It is also developing the foundation phase's outdoor area further to improve pupils' independent learning. A rigorous review of progress in relation to the previous plan's aims is a good example of how the school has raised pupils' standards in science.

Leaders allocate the budget appropriately to address the school's priorities for improvement, for example to purchase additional ICT resources and develop the outdoor area. Good use is made of the pupil development grant to improve provision to develop the literacy and numeracy skills and wellbeing of pupils who are eligible for free school meals. The headteacher and governing body monitor the use of the budget carefully and regularly to ensure that the school uses funding effectively to raise standards and improve provision.

Despite the condition of the building, it is well maintained. Indoor and outdoor learning areas are used very creatively. There is a very good range of resources available at the school, and they are used highly effectively to promote pupils' learning experiences.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

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