



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

**A report on**  
**Ysgol Llechyfedach**

**Bethania Road  
Upper Tumble  
Llanelli  
Carmarthenshire  
SA14 6DT**

**Date of inspection: October 2022**

**by**

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

**This report is also available in Welsh.**

## About Ysgol Llechyfedach

Name of provider	Ysgol Llechyfedach
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	118
Pupils of statutory school age	88
Number in nursery classes (if applicable)	16
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.0%)</i>	18.7 %
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 16.1%)</i>	19.3%
Percentage of statutory school age pupils who speak Welsh at home	34.1%
Percentage of statutory school age pupils with English as an additional language	
Date of headteacher appointment	September 2016
Date of previous Estyn inspection (if applicable)	09/10/2012

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website:  
[mylocalschool.gov.wales](http://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Overview

Ysgol Llechyfedach is a happy, caring and homely community. All staff work together effectively to provide an inclusive and friendly ethos where pupils are polite and behave respectfully. They treat their peers, staff and visitors with care. Most pupils show a positive attitude to learning and make sound progress from their starting points. On the whole, a minority of pupils do not have the confidence to speak Welsh fluently enough with each other or adults. Many pupils develop their numeracy and digital skills well by the end of their time at the school. However, the reading culture does not encourage a majority of pupils to enjoy and make progress in their reading skills. Most pupils develop their creative skills highly effectively and their work is displayed and celebrated attractively around the school.

Staff have developed a broad and interesting curriculum that develops pupils' knowledge of the areas of learning and experience effectively. By doing so, pupils are confident in their knowledge of local history and traditions. Teachers' high expectations support pupils to complete work of a high standard and present their work neatly. Staff identify the needs of all pupils exceptionally well and tailor learning support sensitively, where applicable.

Ysgol Llechyfedach is federated with Ysgol Gynradd y Tymbl. The headteacher, who works across both sites, has developed a team of staff who are passionate and conscientious. They work together successfully to share best practice across both schools to provide an exciting and interesting education for all pupils. Although both schools work together closely, for example by sharing educational trips and staff expertise, they have succeeded in fostering and maintaining their own unique identity.

## **Recommendations**

R1 Develop pupils' oral Welsh skills across the school

R2 Strengthen provision to support pupils to enjoy and make progress in their reading skills

## **What happens next**

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

## Main findings

### Learning

During their time at the school, a majority of pupils, including those with additional learning needs (ALN) and those who are eligible for free school meals, make sound progress from their starting points. They develop their skills to communicate with increasing confidence in Welsh and English and develop their numeracy and digital skills successfully by the end of their time at the school. They develop their knowledge and understanding of different areas regularly in learning contexts that are often based on local history and traditions.

Across the school, most pupils listen well to each other and adults and respect the views of others. Many of the youngest pupils develop their Welsh speaking skills beneficially and make an effort to speak while enjoying their learning. For example, they discuss their work successfully when selecting natural resources that are needed to create happy faces. As pupils move through the school, a majority develop their speaking and digital skills effectively when presenting information, for example when discussing how to create a circuit to light a bulb. On the whole, a minority of pupils do not gain enough confidence to speak fluently enough with each other and adults. This hinders their ability to develop vocabulary and patterns constructively, particularly in Welsh, when expressing themselves in a range of formal and informal situations.

A majority of pupils' reading skills develop appropriately as they move through the school. The youngest pupils deepen their knowledge of letter sounds skilfully and, by Year 2, they use a good range of reading techniques. For example, they immerse themselves fully when listening to, reading and re-telling the story of the Three Little Pigs and share their performance successfully by using a QR code. As their skills develop, a majority make consistent progress and read books that engage their interest appropriately. The oldest pupils use their higher-order reading skills beneficially, for example when finding and gathering information about the world's amazing buildings. However, a minority of pupils do not develop their reading skills soundly enough in line with their age and ability. The reading offer is limited and the culture does not encourage a majority of pupils to enjoy reading independently. As a result, this slows their progress in reading at length in a rich range of learning contexts.

Many pupils develop their writing skills effectively as they move through the school. The youngest pupils make large marks in a good range of experiences and write words and simple sentences skilfully, for example when writing freely in their '*Rho Gynnig Arni*' ('Give it a Try') books in the mark-making area. By Year 2, many use adjectives and similes with increasing accuracy, for example when describing a wolf's teeth as '*dannedd mawr, miniog*'. The oldest pupils use interesting vocabulary and phrases when composing a range of creative poetry. At the top of the school, most pupils' writing skills are sound and they present factual and creative information in an interesting range of learning contexts. For example, Year 5 and 6 pupils write a television script about a scene during the flooding of the Tryweryn valley. Teachers support pupils successfully to present their work neatly.

Many pupils' mathematics skills are developing soundly across the school. In the reception class, many count up to 10 and back confidently and deepen their understanding of place value skilfully, for example when presenting the same mathematical concept through an effective variety of physical activities. As pupils move through the school, they have a sound grasp of a good range of mathematics skills and develop them systematically. The oldest pupils are challenged regularly to use their numeracy skills skilfully in an interesting range of learning contexts. For example, they predict the distance that paper aeroplanes will fly and calculate their measuring work in an accurate line graph.

Many pupils' information and communication technology (ICT) skills develop effectively in interesting activities across the areas of learning. The youngest pupils use technology to support their literacy and numeracy skills. As pupils' skills develop, many include pictures and text skilfully, for example when presenting information in the form of a news bulletin about the Aberfan disaster. By Year 6, many develop their skills skilfully by using a database and spreadsheets as a means to gather information about how many supporters are able to sit in different football stadia. They work systematically in a good range of methods to present this information methodically.

Most pupils develop their creative skills highly effectively and their work is celebrated attractively around the learning environment. They immerse themselves in a variety of interesting activities that encourage them to develop their skills further, for example when pupils design and create teddies. The oldest pupils develop their art skills skilfully when creating images of the countryside, such as mountains and landscapes, in the style of famous Welsh artists. Pupils are given an opportunity to compete each year in a variety of competitions in Eisteddfod Gadeiriol y Tymbl.

### **Well-being and attitudes to learning**

Most pupils enjoy being at school and feel happy within its inclusive, homely and caring ethos. They are extremely polite and considerate of others and treat their peers, familiar adults and visitors with obvious care and respect. Nearly all pupils know whom to approach for advice if anything is worrying them and are confident that the school will respond immediately to any concerns they may have. Many of the school's pupils have a sound awareness of the digital world and how to keep themselves and others safe online.

Nearly all pupils behave very well during lessons and on the playground. They take great pride in their school and are keen to share their views and successes with visitors. They feel that the school's adults take good care of them and that they are given valuable opportunities to undertake a wide range of rich and interesting activities. Most pupils concentrate well and engage conscientiously in lessons. Valuable strategies such as ask a friend a '3 before me' help pupils of all ages to overcome challenges successfully when working independently. They work well with others and listen sensibly to each other's views, for example when researching and building an electrical circuit in a science lesson. Many show obvious interest and curiosity in their lessons. The youngest pupils develop as confident and adventurous learners as they use natural resources in the outdoor area to help them creatively with their learning. A good example of this is the use of leaves and twigs to make a sleeping nook for a hedgehog during 'Welly Wednesday' sessions. They are

enthusiastic learners who are happy to give tasks a try, understand that it is fine to make mistakes and that is an important part of the learning process.

Many pupils appreciate that teachers listen to their views in the classes and include their contributions successfully when planning learning. For example, when researching the Hindu Diwali festival, pupils are given valuable opportunities to identify what they would like to learn and to pursue their interests. Most are aware of their targets for improvement and consider them while completing their daily tasks. They respond well to oral feedback and teachers' comments and use these to help them to progress with their learning.

The pupil's voice on the school council and various committees is developing efficiently and pupils are beginning to influence the school's decisions by seeking the views of their peers on how they can improve the school. They have recently purchased art resources for the classes to provide opportunities for pupils to develop their creative skills purposefully during wet break times.

Most pupils contribute regularly to various charities. This has a positive effect on their understanding of the needs of others, both locally and nationally. As a result, they develop into ethical, knowledgeable citizens who show empathy and maturity when talking about others who are less fortunate than themselves.

Most pupils have a sound understanding of the importance of eating and drinking healthily and understand the effect of exercise on their health. They participate enthusiastically as individuals and as a group during activities and their physical skills are developing well. For example, in football and rugby lessons, they develop to become co-operative, confident learners with a good understanding of the importance of fair play.

## **Teaching and learning experiences**

The school's curriculum is broad and engaging and ensures that most pupils engage fully with their learning. Leaders and teachers consider the needs of different groups of pupils successfully, including those who have been identified as having additional learning needs and those from disadvantaged homes.

Leaders have established a robust vision for introducing the Curriculum for Wales. Useful working groups, which include staff from both schools, work together closely to share expertise, develop their plans and meet pupils' needs. Valuable resources such as 'y cwpwrdd' ('the cupboard'), which is a virtual location where a rich range of planning documents are kept, promote co-operation successfully. The use of effective plans to promote pupils' spoken Welsh is beginning to have a positive effect on their confidence when using the language in different contexts. Leaders have created a useful plan, 'pen-i-gamp', which outlines techniques and activities for staff to use when supporting pupils' numeracy skills.

The curriculum provides an interesting balance of learning experiences which develop pupils' skills consistently across the range of ages and abilities. The youngest pupils' teachers and assistants ensure that effective learning experiences are embedded skilfully in the learning areas in the classroom and the outdoor areas.

In the youngest pupils' classes, staff plan inspiring areas that support pupils' learning highly effectively. Pupils enjoy opportunities to investigate in different areas, for example when beginning to recognise the names of dinosaurs that are hidden in the sand. The youngest pupils are given opportunities to learn through play for extended periods and develop physical skills and gross and fine motor skills by using different equipment. Assistants facilitate this work effectively.

Overall, provision to develop pupils' skills is sound and many make purposeful progress. However, the reading environment and range of texts do not support the enjoyment and progress of a minority of pupils to make consistent progress in their reading skills.

Across the federation, teachers and assistants listen to pupils' ideas and work together to incorporate them in their work. There are regular opportunities for pupils to suggest the next direction they would like to follow when working on different broad and interesting themes. For example, in the youngest pupils' classes, teachers respond to pupils' ideas by preparing opportunities for them to make mashed potato or create a house that is similar to the home of the very hungry caterpillar. As a result, most pupils feel that they have ownership of their learning, immerse themselves fully and make good progress.

Both schools work together successfully in developing pupils' awareness of the area's history, culture and traditions, and look at the Tumble and Llechyfedach area in a wider context. Working together as a federation promotes this successfully, for example by using familiar place names, such as Mynydd Mawr and Y Gors, for the classes.

There is a close and highly supportive working relationship across all of the school's classes. Teachers and assistants know the pupils and their families very well and ensure that all pupils feel safe and happy in their classes. Across the schools in the federation, teachers question skilfully and encourage pupils to move forward in their learning and test their understanding. Learning aims are discussed and shared skilfully with pupils in line with their age and ability. There is a very close working relationship between pupils and teachers, and pupils understand the importance of feedback in developing their work. Good procedures have been established and there are regular opportunities for pupils to give their partner feedback, before the teacher provides concise and useful written feedback. As a result, the oldest pupils have a good grasp of what they need to do to develop their work further. Relevant information about pupils' progress and well-being is shared beneficially with parents.

In most lessons, teachers provide an effective range of activities. These are often graded with support in more structured steps for specific groups of pupils. Teachers provide beneficial opportunities for pupils to offer ideas about the direction in which they would like to take their learning, for example by setting a specific context for completing certain tasks.

### **Care, support and guidance**

The close relationships between staff and pupils, and between the pupils themselves, lead to a caring community. Teachers and assistants know the pupils well and respond successfully to their emotional and social needs. The positive attitudes of



the staff and enthusiastic environment in all classes support pupils to gain confidence and develop beneficial social skills. As a result, pupils have positive attitudes to learning. The school has a strong culture of safeguarding and the school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Teachers follow established arrangements, such as the class overview, which is a means of creating a comprehensive picture of individual pupils as they move through the school. Pupils' one-page profiles promote the importance of developing a sound understanding of the needs of all pupils. The Additional Learning Needs Co-ordinator (ALNCo) provides staff with valuable guidance to understand their changing roles. As a result, pupils receive strong support to make progress against their targets and their personal and social skills.

Support programmes to improve pupils' literacy and numeracy skills and well-being are comprehensive and most pupils respond enthusiastically to these activities. As a result, most pupils who receive further support make sound progress from their individual starting points. Support activities, which focus on pupils' well-being, are effective and encourage nearly all pupils to express their feelings. This enriches their self-respect and enables them to share their feelings with others successfully. This has had a positive effect on the behaviour and personal development of most pupils. The school works effectively with local schools and external agencies to provide pupils with specialist support. They support pupils with educational, emotional and social needs successfully.

The school plans a range of beneficial trips and visits to enrich the curriculum. Pupils also visit the local area, which engages and maintains pupils' interest in learning successfully. For example, pupils visit the National Botanic Garden to stimulate research.

School assemblies contribute extensively to developing pupils' moral and spiritual attitudes. Pupils' work on pilgrimage and celebrations such as Diwali support these aspects purposefully. Various activities to support pupils' emotional well-being are effective, for example as pupils take part in creating a mud cake and giving thanks for the Little Hedgehog's friends. Written work on bullying, rainforests and research on adventurers promote pupils' understanding of the importance of the school's values, such as happiness, respect and responsibility. These activities contribute positively to nurturing pupils' understanding to become principled and knowledgeable citizens. Opportunities to foster pupils' leadership skills are developing in a satisfactory manner.

Rich opportunities are provided for pupils to develop their understanding and celebrate Welsh heritage and culture, which include local and national celebrations. In the best practice, teachers present relevant activities, for example by planning ideal and healthy meals. The school's link with a child in Brazil provides an opportunity for pupils to explore issues relating to national and international equality, diversity and inclusion. A positive element of these lessons is the high standard of questioning that encourages intelligent discussions by pupils, which develops their thinking and communication skills.

## **Leadership and management**

The headteacher has established a robust vision for the federation, which is based on creating a happy and inclusive environment that promotes the development of all pupils' skills and emotional, physical and social well-being to their fullest. This vision is shared effectively across both schools and all staff are passionate about providing exciting and interesting opportunities for pupils. One of the federation's notable strengths is the way in which staff work together regularly to share good practice and learn with and from each other. As a result, pupils receive similar experiences within the same supportive and caring ethos. A prominent feature of the schools is that leaders and staff succeed in fostering and maintaining the unique identities of both schools. The headteacher has high expectations of herself, staff and pupils and encourages all pupils to enjoy their learning in an inclusive learning environment. As a result, pupils are polite and welcoming and give of their best when developing their skills across the areas of learning.

The headteacher has ensured that there are robust arrangements in place to evaluate pupils' progress and provision. Leaders have a clear and detailed timetable which guides the school's self-evaluation and improvement procedures. This includes a wide range of appropriate monitoring activities that leaders and teachers implement conscientiously. Monitoring reports are detailed and identify strengths and areas that are in need of attention accurately. Leaders use the outcomes of these activities effectively to set sensible priorities for improvement.

Governors are very supportive of the federation since being established as one united body. Although governors have not resumed their usual self-evaluation activities in full following the pandemic, such as learning walks, they continue to be very knowledgeable about the school's main issues. They receive beneficial information from leaders about the federation's life and work, which reinforces their knowledge and understanding well. They have a thorough grasp of pupils' progress and provision that has been established to support areas for improvement. For example, they are fully aware of the effect of the lockdown periods during the pandemic on pupils' emotional well-being and linguistic skills, alongside the support programmes and linguistic plans that have been developed to remedy this. They challenge staff about pupils' progress and the success of provision regularly. They recognise the advantages and benefits of being part of a federation and make decisions for both schools effectively.

Leaders manage funding carefully and organise the school's resources effectively. The school has a good range of resources and there is plenty of equipment of a high standard to meet pupils' needs purposefully. The outdoor areas for the youngest pupils' classes are colourful and exciting areas that enrich pupils' learning experiences effectively.

Leaders make effective use of a number of different grants, for example by using the pupil development grant to conduct support programmes and well-being groups. As a result, most pupils are more willing to undertake tasks both inside and outside the classroom.

Staff performance management arrangements are effective. Assistants are part of the process by discussing their needs with the class teacher and assistant

headteachers. This means that they have purposeful targets and opportunities to receive training that helps them when working with pupils, for example when delivering activities as part of the mental numeracy scheme.

Regular professional learning opportunities are available to staff which link closely with their personal professional needs and the school's priorities for improvement. They meet regularly to share ideas and support each other, for example by giving short presentations on effective teaching practices. As a result, there is a highly effective ethos of co-operation between both schools, which contributes productively to the strong sense of teamwork within the federation. Leaders work closely with a network of other federated schools. This provides purposeful opportunities for them to share and learn from the successful practices of similar schools.

The school has forged a productive relationship with parents. They appreciate that staff are welcoming and that there is effective co-operation between the school and home, for example when a parent supported families with their digital skills during the lockdown periods. Staff have recently held a coffee morning to support parents as they support their children with language and number work at home.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee 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, 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

## 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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