



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

**A report on**

**Ysgol Gymraeg Teilo Sant**

**Rhosmaen Street  
Llandeilo  
SA19 6LU**

**Date of inspection: May 2024**

**by**

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

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

## About Ysgol Gymraeg Teilo Sant

Name of provider	Ysgol Gymraeg Teilo Sant
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
Type of school	Primary
Religious character	None
Number of pupils on roll	179
Pupils of statutory school age	150
Number in nursery classes (if applicable)	29
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 23.7%)</i>	4%
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 13.2%)</i>	4.6%
Percentage of statutory school age pupils who speak Welsh at home	73.6%
Percentage of statutory school age pupils with English as an additional language	0
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	01/04/2016
Start date of inspection	07/05/2024

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](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.

## Overview

Nearly all pupils enjoy coming to school. They are happy and feel valued by staff. Nearly all behave excellently. They are extremely polite towards each other and visitors. Most enjoy learning in a Welsh environment. They are confident, ambitious and creative learners who complete their tasks without fuss. They concentrate well for appropriate periods and persevere with their tasks conscientiously. Nearly all make sound progress from their starting points in all aspects of their learning and communicate completely naturally in Welsh by using the dialect of the Tywi Valley.

Pupils are given many opportunities to express an opinion about what happens at the school, including their role on the different councils. Currently, only Year 6 pupils are on the school council and they are extremely active in representing their peers to improve aspects of school life. However, the current situation does not provide pupils from other classes with an opportunity to contribute to the council's work or learn from the existing members how to run the council when their opportunity comes.

The headteacher and assistant headteacher work together extremely effectively to provide the school with firm leadership. They have high expectations of themselves, teachers, assistants and pupils. They demonstrate good values and a high level of professional conduct which contribute highly positively to ensuring that the school is a homely haven for pupils and staff. They ensure that the standard of teaching, learning and care is very good. Together with the staff, they work well as a team to lead teaching and provide a broad and interesting curriculum for pupils, which captures their imagination and encourages them to be eager to learn. The curriculum reflects the cultural, linguistic and diverse nature of the local area, Wales and the wider world very successfully.

## Recommendations

- R1 Ensure that the school council includes pupils from different classes so that the younger ones can learn from their older peers how to operate effectively on committees

## What happens next

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

## Main findings

### Learning

Most pupils speak Welsh on entry to the school and have social skills that correspond to what is expected for their age. Nearly all make sound progress from their starting points in all aspects of their learning.

Nearly all pupils' literacy skills develop soundly across the school. Most listen attentively to presentations from adults and each other's contributions from a very young age. Nearly all develop their oral Welsh skills at an early age and communicate clearly with their peers and adults. By the time they reach the top of the school, pupils communicate completely naturally in Welsh by using the dialect of the Tywi Valley. They also speak English confidently by using a broad vocabulary and a range of standard patterns. The reading skills of nearly all pupils develop soundly in line with their progression step. They use these skills increasingly effectively in Welsh and English and explain the content in detail. They vary their tone of voice where necessary and use clear expression when reading aloud. Most of the school's youngest pupils develop early writing skills soundly by making marks skilfully in a range of forms and on a range of materials such as paper, sand and card. At the top of the school, pupils build securely on their writing skills in both languages. They write in a range of genres and adapt the style and structure to different texts confidently. For example, they create a newspaper article based on the events of the Second World War.

Nearly all use their understanding of mathematical concepts with increasing confidence. Those in the youngest pupils' classes come to count correctly very quickly and understand that a number conveys specific information. For example, they throw a die and match the number of spots to be placed on the back of a model of a ladybird. By the time they reach the top of the school, nearly all use their understanding of number very confidently. For example, they calculate interest on specific amounts of money. This ensures that they appreciate that developing their mathematical skills will be important to them in their everyday lives, in due course.

From an early age, nearly all pupils develop secure digital skills and apply them effectively in a range of creative contexts to support their learning. Nearly all use a wide range of digital skills with increasing confidence to research, record, edit, redraft and present findings in line with their progression step.

Most pupils apply their literacy, mathematical and digital skills confidently in different contexts across the curriculum. For example, based on the legend of Culhwch and Olwen, Year 1 and 2 pupils plant bean seeds and apply their measuring skills to record the growth of each one within a particular number of days. They use their literacy and digital skills to create an invitation to Culhwch and Olwen's wedding and discuss the information it needs to include.

As part of their recent study of different religions, Year 4 pupils have researched the internet to find information about the customs of Christians and Muslims before visiting the local church to compare it with a mosque. They have recorded the

similarities on a Venn diagram, used their understanding of scale to create a plan of the church and written a thank you letter to the vicar.

In Year 6, as part of their project on the universe, pupils use English-medium websites to research the attributes of astronauts before translating the information correctly into Welsh. Then, they use this information to create criteria to solve a challenge of selecting a team of astronauts to go on a journey into space. They use their reasoning and problem-solving skills maturely when discussing in groups the most important attributes needed to be effective astronauts.

Most pupils develop successful creative skills from a very young age. They work skilfully with various techniques and media to create art pieces of a high standard. Most develop their confidence and musical ability by engaging enthusiastically in performances and concerts at the school and in the local community and by competing regularly in various competitions, such as the Urdd Eisteddfod.

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

Nearly all pupils enjoy being members of the school community. They are happy and feel valued by adults. The behaviour of nearly all pupils is excellent, they are polite and cheerful towards each other and greet staff and visitors in a very friendly manner. They feel safe at school, understand how to keep themselves safe online and know whom to approach if they have any concerns. This contributes directly to the high attendance rates that have continued to rise over a three-year period. Attendance rates are currently significantly higher than the average attendance rates of primary schools in the local authority and Wales.

Nearly all pupils have a sound understanding of the importance of staying fit and healthy. They value the positive effect physical exercise has on their health and enjoy taking part in physical education sessions. Many also welcome the various opportunities they are given by the school to attend sports activities and competitions.

Most pupils contribute beneficially to their learning by suggesting ideas to be included in their termly themes. Pupils who undertake leadership roles are enthusiastic and effective and take their responsibilities seriously. For example, the Good Health and Healthy Planet Council recycles school uniforms, paper, plastic, metal and cardboard and saves energy by turning off the light when it is not needed. They have also raised their peers' awareness of mental health by developing a well-being day on different aspects of mindfulness. Only Year 6 pupils are represented on the current school council and they are extremely active in representing their peers to improve aspects of school life. For example, they encourage others to speak Welsh around the school by using a Welsh Passport to reward the use of the language in less formal situations. Although they represent the views of pupils from the school's other classes, this has not been formalised.

Most pupils enjoy learning. They are confident, ambitious and creative learners who set about completing their tasks promptly. They concentrate well for extended periods in line with their progression step and persevere conscientiously with their tasks. Most of the school's youngest pupils work extremely independently and confidently, choosing the areas in which they would like to spend time and what they

would like to learn. As they develop, they work together productively and listen attentively to each other's opinions when solving problems. For example, Year 4 pupils work together effectively to measure temperature and collect data on sound around the school as part of the term's theme. When they face difficulties in their tasks, pupils follow the procedure of reflecting, discussing and working with their fellow pupils before seeking support from an adult. This encourages them to try without fear of failure and contributes well to the ethos of independent learning within the school.

## **Teaching and learning experiences**

Teachers provide a broad and balanced curriculum for pupils which captures their imagination and encourages them to be eager to learn. The school complies successfully with the principles of Curriculum for Wales and includes learning activities that reflect the cultural, linguistic and diverse nature of the local area, Wales and the wider world highly successfully. It builds effectively on pupils' current knowledge, understanding and skills to ensure continuity and progression in their teaching as they move through the school. Teachers plan a variety of interesting and purposeful experiences which address nearly everyone's needs and enable pupils to make sound progress from their starting points. An interesting cross-section of learning experiences is planned for pupils across all areas of learning and experience to develop their interest and various skills effectively. Provision for those in the youngest pupils' classes is extremely successful. This lays a firm foundation for these pupils and fosters their curiosity and desire to learn as they begin their educational journey. Teachers provide interesting opportunities for pupils from a very young age to visit and work with individuals in local businesses to bring learning to life for them. For example, they have visited a local jeweller in her shop and worked with her to create jewellery once they returned to school.

The teaching skills of teachers and assistants are very robust across the school. They have high expectations and the buzz of the activities that they deliver engage and hold pupils' interest very effectively. They motivate pupils very successfully and nurture them to become independent, resilient and conscientious learners. They encourage pupils' enthusiasm and foster in them the desire to do their best in all activities. As a result, nearly all pupils persevere and concentrate for extended periods and show respect and enthusiasm for their tasks. The working relationship between adults and pupils is a strength across the school. Teachers and assistants know the pupils extremely well and adapt their learning activities effectively to respond to their needs.

One of the very strong features of the school's work is the commitment of all adults to developing the oral Welsh skills of all pupils. They use Welsh of a high standard and encourage pupils to use the language on all appropriate occasions and to take pride in it and respect the heritage and culture of the area and Wales.

As part of the natural work of the class, teachers plan activities that enable pupils to understand issues relating to equality, diversity and inclusion. For example, at the top of the school, they deliver purposeful activities for them to learn about differences, the importance of treating everyone with respect and challenging stereotypes.

Teachers plan a wide range of purposeful and authentic experiences to develop pupils' literacy, numeracy and digital competence in different contexts across the curriculum. For example, in the nursery and reception class, they encourage the youngest pupils to use earthenware vessels in the café and natural materials to make bath bombs in the science laboratory. Teachers and assistants are also extremely skilful at providing pupils with learning activities in the outdoor area. For example, they use real gutters to move water from one place to another and use buckets made from different materials as drums to create interesting music. This enriches their learning extremely effectively and develops pupils' curiosity and independence skills very successfully from a young age. Teachers in the older pupils' classes also provide opportunities for pupils to experiment with a variety of materials in both the indoor and in the outdoor areas. For example, Year 5 pupils have been instructed to find the best material to create a water filter as part of their theme.

Teachers and assistants question pupils sensibly during presentations and share constructive feedback with them which praises their strengths and identifies what they need to do to improve. Across the school, pupils respond to this feedback increasingly effectively and improve elements of their work as a result, for example by redrafting paragraphs to improve the quality of the text, where necessary.

The school enriches the curriculum further by organising purposeful visits that align with specific themes, such as a visit to Dinefwr Park to motivate the learning based on animals of the pupils in the nursery and reception class. They also invite individuals and groups to the school to develop pupils' understanding of a particular area of learning. For example, a drama company visited the school recently to present historical characters such as Henry Tudor.

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

The school has a very happy, inclusive and welcoming ethos. There is a strong emphasis on encouraging pupils to appreciate their *cynefin*, or local area, and respect others. This makes a valuable contribution towards developing individuals who are polite, behave excellently and are very proud of their school and their community. A strong feature of provision is the regular attention that is given to the mental health and well-being of pupils and staff. Pupils are given extensive opportunities to discuss their emotions and feelings in a variety of ways, which include spending periods in a dedicated room that has been set aside for that purpose.

The school's culture of safeguarding is sound and everyone understands their roles and responsibilities in ensuring that all pupils are safe. As a result, the school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. The school's procedures for monitoring, maintaining and improving pupils' attendance and punctuality are successful.

The school has effective arrangements for tracking pupils' progress. These enable teachers and assistants to identify the specific needs of pupils with additional learning needs (ALN) at a very early stage and provide them with suitable support that addresses their needs. Teaching assistants work conscientiously and in a caring manner to support pupils who need additional support. The additional learning needs

co-ordinator (ALNCo) monitors this support effectively and ensure that nearly all pupils make sound progress in their learning.

The school provides purposeful opportunities for pupils to influence strategic decisions that affect their school life, in addition to the content of their class themes. Pupils talk enthusiastically about their role on the various committees which include the school council, the Good Health and Healthy Planet Council and the Digital Council and about their influence on the school's work. For example, members of the Digital Council create a monthly bulletin to promote the use of apps and online safety to share with their peers. The effect of the school council's work is evident in a number of areas around the school. However, only Year 6 pupils are represented on the current school council, which hinders the ability of younger pupils to voice their opinions and foster future leadership skills.

Staff promote Welsh culture and heritage very successfully. They provide opportunities for pupils to learn about and celebrate the history and traditions of Wales through regular events such as eisteddfodau, visits by artists and musicians and celebrating days such as St. Dwynwen's Day and St. David's Day. They also use the community particularly effectively as an educational resource by organising environmental studies and visits to local businesses as part of the classwork.

The school promotes pupils' spiritual, moral and social development successfully. Specific periods are held regularly for pupils to reflect and consider the views of others. The school also encourages pupils to act sustainably. For example, they have recently used money from a company that recycles clothes to buy resources to create plastic-free material to pack food at the school. Regular opportunities are provided for pupils to learn about a range of beliefs and religions as a core part of their themes. This raises their awareness of how people who are different from them live and enables them to show empathy and be informed and principled citizens.

The school provides a range of rich opportunities that promote pupils' well-being, mental and physical health successfully. For example, it provides swimming lessons, sports clubs and physical exercise sessions for them regularly. Pupils are also given robust opportunities to develop their creative skills, for example by working with local artists and attending dance lessons and singing in the choir.

## **Leadership and management**

The headteacher and assistant headteacher work together extremely effectively to provide the school with robust leadership. They maintain a continuous culture of improvement and, alongside teachers and assistants, work together highly effectively as a team to lead the teaching successfully. Together, they ensure that the learning experiences they provide for all pupils are exciting, interesting and rich.

Leaders have a clear vision for the school which they share successfully with pupils, staff and parents. This vision is summarised neatly in a verse:

Our language and home – our identity,  
Fairness and respect bring success,  
Happy and healthy – our priority,  
To the summit and beyond we'll progress.



Leaders have high expectations of themselves, teachers, assistants and pupils. They demonstrate good values and high levels of professional conduct which contribute extremely positively to ensuring that the school is a homely setting for pupils and staff. They foster a strong culture of safeguarding and monitor pupils' progress and well-being very effectively. The procedure for managing teachers' performance is robust and provides an opportunity for leaders to praise their professional achievements and encourage them to improve any specific areas that they agree need improvement for the benefit of pupils.

The school has detailed and effective self-evaluation procedures and all staff contribute directly to them. Pupils, parents and governors also contribute to them regularly. These procedures are based on a range of sources of first-hand evidence and provide an extremely accurate picture of the current situation. They identify clearly what the school does well and what it needs to improve. The information that derives from these procedures has a direct influence on the improvement priorities. The school's improvement procedures are comprehensive and have a positive effect on improving pupils' achievement, attainment, progress and well-being.

Leaders provide teachers and assistants with rich and purposeful opportunities to engage in professional learning activities. They base these activities on national priorities, the school's improvement priorities and on the individual professional needs of staff. They monitor the effect of these activities on provision and teaching methods regularly. They also arrange for teachers to observe each other's good practice across the school and in other schools. Recently, for example, they have focused on learning more about different methods of teaching writing and how to improve pupils' thinking skills. Leaders also encourage teachers to share effective teaching practices with staff from other schools. Recent examples include how the school implements the principles of the curriculum for the youngest pupils and how they develop pupils' thinking skills.

Governors are experienced and provide a sensible and effective balance of support and challenge to leaders. They visit the school regularly to evaluate specific aspects of provision and to hold discussions with the co-ordinators of the areas of learning experience and pupils. As a result, they are knowledgeable about what the school does and they have a sound understanding of the school's strengths and the few areas for improvement. This enables them to contribute to setting strategic priorities in an extremely informed manner and to fulfil their responsibilities effectively. Together with the headteacher, the administrative officer and local authority officers, they manage the school's funding prudently. This includes the pupil development grant, which is used appropriately to reduce the impact of poverty on pupils' educational attainment. They also ensure that the school has purposeful arrangements to promote healthy eating and drinking.

Leaders have a productive relationship with parents. They provide regular opportunities for them to express an opinion about aspects of provision and respond to their comments in a timely manner, where appropriate. For example, following an analysis of parent questionnaires, they have highlighted on its website, the school's approach to the mental and emotional health of pupils and staff.

The school has a beneficial partnership with local nurseries and the secondary schools it feeds to ensure that pupils transfer confidently from one sector to another.

The partnership with other primary and secondary schools in the cluster is very effective and provides successful opportunities for teachers to develop assessment and progress-tracking procedures that align with the principles of Curriculum for Wales.

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