



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

A report on
Meidrim C.P. School
Meidrim
Carmarthenshire
SA33 5QN

Date of inspection: April 2024

by

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

This report is also available in Welsh.

This inspection was undertaken as part of trying out our new inspection arrangements. As a result, this report may be slightly different in format to other published reports for providers in the sector.

About Meidrim C.P. School

Name of provider	Meidrim C.P. School
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
Religious character	N/A
Number of pupils on roll	31
Pupils of statutory school age	22
Number in nursery classes	N/A
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>	0.0%
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>	27.3%
Percentage of statutory school age pupils who speak Welsh at home	40.9%
Percentage of statutory school age pupils with English as an additional language (categories A-C)	0.0%
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	June 2016
Start date of inspection	22/04/2024

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

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

Summary

Ysgol Meidrim has a friendly ethos. Pupils, staff and parents take pride in the school's homely and inclusive feel. Everyone is respected and nearly all pupils are caring towards each other and give careful consideration to the needs of their peers, particularly the youngest pupils. They play happily together and staff encourage them to be polite and friendly. As a result, pupils' behaviour is consistently good.

Leaders have an appropriate understanding of some of the school's strengths and improvement priorities. However, over time, leaders have not used the findings of these processes thoroughly enough to address important elements in terms of the quality of provision and pupils' outcomes. For example, many of the recommendations from the previous inspection continue to be important areas of improvement for the school.

Many pupils make limited progress from their starting points, particularly in their literacy and numeracy skills. On the whole, teachers plan suitable activities to engage pupils' interest. However, they do not plan purposefully enough to ensure constructive progress in pupils' skills over time. As a result, pupils are not challenged appropriately across the areas of learning.

Staff have a caring working relationship with pupils. They provide appropriate feedback to support pupils in their work. However, pupils are not given opportunities to respond to feedback regularly enough to improve their work and take more responsibility for their learning.

The school's arrangements for supporting pupils with additional needs are suitable. Staff work effectively with a number of agencies to support pupils' needs appropriately.

Recommendations

We have made 4 recommendations to help the school continue to improve

- R1 Address the safeguarding issue raised during the inspection
- R2 Define and develop leaders' responsibilities to operate more strategically, ensuring that self-evaluation and planning for improvement processes are rigorous enough to address the areas for improvement
- R3 Plan purposeful opportunities for pupils to develop and apply their literacy and numeracy skills purposefully across the areas of learning over time, by setting an appropriate challenge to ensure that all pupils achieve to the best of their ability
- R4 Ensure that teachers' feedback and regular opportunities for pupils to respond to it is implemented purposefully to support them to improve their work and raise standards

What happens next

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress, usually every four to six months.

Main findings

Leaders have established a suitable vision to create a homely and caring community at the school, which prioritises equality and respect. Staff know the pupils and their families well and ensure that pupils feel safe. The school is a core part of its local community and this fosters and promotes pupils' understanding of their local community appropriately.

Leaders have begun to identify the school's strengths and some of the main areas for improvement. However, leaders do not have clear and thorough enough self-evaluation processes to address these important areas for improvement. Neither staff nor governors participate fully in the self-evaluation process. Over time, leaders have not used the fundings of the self-evaluation and improvement planning processes to develop important aspects of provision and pupils' outcomes. For example, a number of the recommendations from the previous inspection continue to be important areas for improvement for the school.

Members of the governing body have a suitable understanding of the school's main strengths and some of the areas for improvement. Members of the sub-committees meet to discuss important issues that arise and provide the headteacher with appropriate support and guidance, when necessary. At times, they act to support and challenge the headteacher about general aspects of teaching and learning. This is achieved by asking suitable questions based on data on pupils' progress. However, members of the body do not fulfil their role astutely enough or contribute strategically enough to improve the quality of provision and pupils' standards.

Leaders provide a suitable range of opportunities for staff to take part in professional learning activities and visit nearby schools, which links to some of the school's strategic priorities. For example, staff have attended training on how to teach mathematics to the youngest pupils. However, the impact of opportunities on the quality of teaching and standards of learning across the school is limited.

On the whole, teachers provide suitable experiences to develop pupils' literacy and numeracy skills. However, they do not plan purposefully enough to support pupils to make constructive progress over time. As a result, there are clear gaps in pupils' knowledge and understanding across the school and they do not make the expected progress. This also means that teachers do not develop the full range of pupils' skills or challenge them purposefully across the range of ability.

Pupils across the school listen obediently to the contributions of their peers and instructions from adults. Many of the youngest pupils acquire the Welsh language

beneficially and strive to speak it and enjoy their learning. Leaders have allocated funds appropriately to employ additional staff to support pupils to develop their confidence and fluency in Welsh appropriately. This is beginning to have a positive effect on pupils' oracy skills.

Many pupils' reading skills develop appropriately as they move through the school. The youngest pupils begin to use a range of phonic strategies to read familiar and unfamiliar words and to find the meaning of text. By Year 6, a majority develop their reading skills suitably.

Year 1 and 2 pupils write a series of simple sentences which include capital letters and clear punctuation appropriately. They are given opportunities to write a relevant variety of texts with their peers. However, as a result of a lack of purposeful planning, pupils' early writing skills are not developed coherently. At the top of the school, when pupils are given an opportunity to write independently, they write in an interesting manner and use purposeful punctuation. However, they are not given regular opportunities to write at length in a variety of genres.

A majority of the youngest pupils recognise numbers to ten and begin to develop their understanding of the value of digits by counting up to 100. They begin to identify the properties of 2D shapes and develop an understanding of the concept of length and width by measuring familiar objects. The youngest pupils begin to develop basic data-collection skills. Most of the oldest pupils use addition and subtraction with a degree of confidence. However, as they are not given sufficient opportunities to develop mathematical concepts, for example multiplication and division, progress in pupils' numeracy skills is limited. Overall, teachers' expectations of the oldest pupils are not high enough to motivate them to achieve well.

Teachers provide beneficial opportunities for pupils to develop their digital skills in a variety of contexts. Many of the youngest pupils use digital devices appropriately to create graphs, pictures and a simple animation. Many of the oldest pupils develop relevant digital skills, for example when creating presentations on the countries in the Olympic Games.

Staff provide suitable oral feedback to support pupils to know what they are doing well. However, across the school, pupils are not given sufficient opportunities to improve and refine the content and quality of their work following feedback. Feedback from the oldest pupils' teachers also does not support them to improve their work and make consistent progress in their learning to raise standards.

A majority of pupils undertake their tasks independently and concentrate well for specific periods. However, pupils are given limited opportunities to contribute their ideas about what they would like to learn and how to present their work. Provision for the youngest pupils also does not provide enough opportunities for them to experiment and learn through play. This, in turn, hinders pupils' enthusiasm for learning and limits their ability to make progress in their skills.

All staff have a positive working relationship with pupils, which fosters a caring and inclusive environment across the school. Teachers use their support staff suitably and, together, they support pupils' learning and well-being appropriately. The '*Llecyn Lles*' is a valuable resource and an effective means for pupils to record their feelings

on a daily basis. Pupils are willing to discuss their concerns with staff, who ensure that they feel free from physical, emotional and verbal abuse.

The school has suitable arrangements to support pupils who have learning, emotional, health and social needs. Staff and pupils have learned how to sign to create an inclusive community to support all pupils. Overall, a majority of pupils who receive additional support engage appropriately with a range of new and unfamiliar situations. The school works effectively in partnership with a variety of external agencies, such as health workers and the educational psychologist, to support pupils who have been identified as having specific needs. As a result, arrangements to support pupils with additional learning needs are appropriate.

Staff encourage courtesy and friendliness successfully. Pupils are aware of the expectations of them in terms of behaving appropriately. This is a strong feature of the school, with pupils having a strong sense of respect for their peers, staff and visitors. As a result, the behaviour of nearly all pupils is consistently good.

Nearly all pupils are caring towards each other and give careful consideration to the needs of their peers. A notable example of this is the care the oldest pupils show towards the youngest pupils during break times to include everyone in their play. Members of the Sports Bronze Ambassadors have received training on leading playground games and occasionally lead sessions enthusiastically. This is beginning to strengthen pupils' attitudes towards taking on responsibilities and developing their leadership skills.

Additional information

The school's arrangements for safeguarding pupils are a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

The school's arrangements for the safety of the grounds are a cause for concern. A well-being letter and a recommendation for improvement have been issued.

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

Appendix 1: Numbers – quantities and proportions

The report refers 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.

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).