



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

**A report on**

**Pwll C.P. Mixed School  
School Road  
Pwll  
Llanelli  
Carmarthenshire  
SA15 4AL**

**Date of inspection: December 2018**

**by**

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

## About Pwll C.P. Mixed School

Pwll County Primary Mixed School is near Llanelli in Carmarthenshire. There are 93 pupils on roll aged from 3 to 11 years, including 11 pupils who attend in the nursery class. The school organises pupils into three mixed-age classes and the nursery. The school hosts an autism teaching facility for 13 pupils from across the local authority.

About 36% of pupils are eligible for free school meals, which is well above the national average of 18%. The school identifies about 35% of pupils as having additional learning needs. This is above the national average of 21%. A few pupils have a statement of special educational needs, including around half of the pupils in the autism teaching facility. A very few pupils come from an ethnic minority background or have English as an additional language. A very few pupils speak Welsh at home.

The headteacher took up his post in September 2010. The school's previous inspection was in October 2012.

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

Leaders and staff at Pwll Primary school provide a supporting and nurturing environment for all pupils. They address pupils' needs with care and sensitivity. During their time at the school, many pupils develop effective listening, reading and writing skills. They become confident users of information and communication technology (ICT). However, pupils do not develop effective enough mathematics skills. Pupils in the autism teaching facility are cared for highly effectively and make strong progress in their learning.

Staff know pupils well. They provide them with suitably engaging learning experiences and question them effectively. However, they do not always challenge pupils well enough. Staff and leaders support pupils with additional learning needs comprehensively.

The school's leaders have a clear vision for the future of the school, including a supportive governing body. However, they do not always drive improvement processes robustly enough. Their leadership of the autism facility is highly successful, providing these pupils with beneficial learning experiences that meet their needs well.

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

## **Recommendations**

- R1 Improve standards in mathematics and numeracy across the curriculum
- R2 Improve pupils' Welsh language skills
- R3 Ensure that teaching challenges all pupils effectively
- R4 Ensure that feedback from teachers, and from peer and self-assessment, is helpful and used more effectively
- R5 Ensure that improvement processes focus robustly on identifying and addressing shortcomings in pupils' standards

## **What happens next**

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will review the school's progress.

## Main findings

### **Standards: Adequate and needs improvement**

A majority of pupils begin school with skills and understanding that are around those expected for their age. By the end of key stage 2, many achieve appropriate standards, however their progress from their individual starting points is inconsistent, particularly in mathematics. Nearly all pupils who have additional learning needs make effective progress towards their learning goals. Most pupils in the autism teaching facility make highly effective progress towards their individual targets, especially in their communication and social skills.

By the end of the foundation phase, many pupils listen well and speak clearly with adults and their classmates, for example when retelling parts of the nativity story. As they progress through key stage 2, many develop their oracy skills successfully. By the end of the key stage, many explain information and ideas using relevant vocabulary purposefully. Many pupils in the autism facility develop effective listening skills and respond well to staff requests and questions, such as asking them how old they are.

By Year 2, many pupils have a suitable understanding of letters and sounds and use their knowledge of phonics effectively to work out unfamiliar words. They talk about the texts they have read confidently, recalling main characters and events accurately. In the autism facility, many pupils develop a beneficial understanding of how to blend letter sounds and match the words they form to pictures correctly. By Year 6, many pupils read accurately. They use a range of strategies to make meaning from words and sentences, for example splitting longer words into smaller parts to help decode meaning. Many identify accurately ideas and information that interest them. For example, they identify conflicting ideas in texts and discuss the humour that this causes. Many pupils make thoughtful predictions about texts when reading a synopsis and discuss their ideas thoughtfully. However, a few pupils do not read well enough and do not identify when they misread words that do not make sense.

Towards the end of the foundation phase, many pupils write creatively for different purposes, such as producing first person recounts about Samuel Pepys. They sequence their written effectively and use descriptive words competently. By the end of key stage 2, many pupils write in a broad range of styles and contexts. For example, they create effective first person recounts of trips they have undertaken and produce reports of fictional beasts, such as a 'star-night dragon'. Many use paragraphs well to structure their writing and present their ideas clearly. Many pupils use a varied and interesting vocabulary to enliven their work, for example describing a creature that 'slithers around in murky water like an alligator stuck in reeds'. However, too many do not use basic punctuation, such as full stops and capital letters, accurately. Throughout key stage 2, a minority of pupils do not apply their literacy skills well enough when writing across the curriculum,

Many foundation phase pupils develop a useful understanding of basic Welsh words and phrases. They pronounce familiar words clearly and answer adults' questions, such as 'are you ready?' Pupils in the autism facility respond to the register readily each morning, using 'bore da'. By Year 6, a minority of pupils use a few simple

words and phrases in Welsh confidently. A majority exchange simple information about themselves and their friends, for example asking someone their name, and where they live. However, they do not have a strong enough understanding or recall of words and phrases they have practised previously, such as to say where they went, or to describe themselves. A minority read suitably well, recognising a few common words and using their phonic skills to decode text suitably. However, overall, pupils' do not develop their Welsh language skills effectively enough.

In the foundation phase, many pupils develop appropriate number skills. They double and halve numbers well and count in 2's accurately. Many are developing an understanding of how to analyse data appropriately, for example when interpreting pictographs. A majority apply their mathematical skills appropriately in other areas of learning. In the autism facility, many pupils have good number recognition skills and count forwards and backwards successfully. They develop useful sequencing skills, for example to order the months of the year and days of the week accurately. By Year 6, many of pupils have appropriate calculation skills. They apply basic written strategies competently. For example, they add numbers with one or two decimal places using pen and paper to calculate the cost of items. Many have a beneficial recall of multiplication tables and use this suitably to undertake simple calculations. However, a majority are not able to recall or use well enough concepts they have studied. They are not able to transfer their mathematical skills and use them in other contexts or everyday situations. Too often, they do not apply their numeracy skills well enough in their work across the curriculum.

In the foundation phase, many pupils use computers and tablet devices confidently. For example, they use touch screens to help develop their letter and number formation efficiently. Many use applications and games usefully to improve their understanding of concepts, such as telling the time. By Year 6, most pupils use an appropriate range of information and communication technology skills well. They log on to the Welsh Governments hwb site confidently and use the resources there efficiently. They create presentations and documents to record their work effectively. For example, many combine text and images imaginatively to present their science work on animals they have researched. However, many pupils do not use or understand spreadsheets and databases well enough.

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

Nearly all pupils feel safe and confident in school. Many understand how to make healthy choices, such as including more vegetables in their diet. The school council improves pupils' understanding of healthy eating effectively, for example by discouraging sugary items in lunchboxes. Many pupils have a good understanding of the benefits of exercise. For example, pupils in upper key stage 2 enjoy school clubs and playtime activities, such as football and rumba dancing, and understand that they help them keep fit and healthy. Many pupils in key stage 2 understand and describe the importance of internet safety confidently, for example discussing the need to keep their name and address confidential.

Pupils value their leadership roles in groups such as the eco-committee, 'criw Cymraeg' and digital champions. Nearly all pupils in these groups understand their

roles well and work diligently to ensure that they have a positive impact upon wellbeing across the school. For example, the school council liaised effectively with senior catering staff about school lunches and this has resulted in changes to menus that improve pupils' enjoyment of school meals.

Many pupils have a strong understanding of fairness, equality and sustainability through their work in class and within school groups. Most pupils talk confidently about the importance of treating others equally, their worthwhile understanding of 'Show Racism the Red Card' initiative, and the key messages of fair trade. For example, pupils in Year 4 recall that it is important to think about fair trade because farmers in places like Africa may not get a fair price for their produce.

Most pupils are ready to learn at the start of activities and many work happily individually and in small groups, for example when using the outdoors for a poetry word hunt. Many pupils are confident learners who are becoming more independent. They work collaboratively and take into account the views of others. Many are able to sustain concentration and avoid distractions. However, a few pupils, especially in upper key stage 2, do not engage enthusiastically in their learning or remain purposeful throughout their sessions. As a result, they do not consistently complete learning activities effectively.

Throughout the school, most pupils understand well strategies that help to develop their independence. Many key stage 2 pupils talk confidently about perseverance, referring to the school's 'Self, Neighbour, Other, Teacher' (SNOT) strategy that helps to develop their independence. Nearly all pupils in the autism teaching facility develop the ability to follow their activities independently or in small groups successfully. They are very well behaved and courteous. They relate purposefully to others and are ready to communicate successfully through a variety of means with other pupils and adults.

### **Teaching and learning experiences: Adequate and needs improvement**

Many teachers plan learning experiences that engage pupils appropriately. They help pupils recall previous lessons beneficially and use questioning well to encourage pupils to think about their learning. Teaching assistants provide effective support for pupils and this helps them complete tasks successfully. Many teachers provide suitable oral feedback to pupils about how well they are doing and how they can improve. This helps many pupils to complete tasks appropriately. However, planned learning experiences do not always provide a suitable level of challenge for pupils. As a result, pupils do not always complete tasks well enough and do not make consistent progress. Staff in the autism teaching facility provide a wide range of interesting and stimulating activities that successfully meet the varied and specific needs of the pupils. Teachers plan carefully to provide beneficial opportunities for pupils to develop their social and communication skills effectively.

Teachers scrutinise pupils' completed work consistently. They provide written feedback that praises success suitably. However, in many cases their written advice

does not help pupils to understand well enough what they need to do to make their work better. Where comments are beneficial, teachers do not consistently ensure that pupils have opportunities to respond by making improvements or corrections. Many teachers are beginning to help pupils to use strategies, such as 'what a good one looks like' to help them understand what they need to do to be successful in a task. They provide pupils with a few opportunities to assess the quality of their own or their peers' learning. However, they do not yet use these helpful strategies consistently enough. Teacher assessment of pupils, particularly at the end of key stage 2, is not always accurate enough and does not always reflect well the standards that pupils reach. As a result, parents do not always receive accurate information about their children's attainment.

Teachers generally plan learning in the foundation phase that takes account of pupils' needs and recognises the ethos of this stage of learning well. They provide a beneficial range of opportunities for pupils to learn through practical, first-hand experiences. For example, pupils learn about the Nativity story and about sequencing stories effectively through dressing up and acting out the scene in a purpose-built stable. However, teachers do not always plan well enough or provide sufficiently purposeful opportunities to develop pupils' learning in the outdoors.

In the autism teaching facility, all pupils have access to a broad and engaging curriculum. Termly topics maintain a beneficial focus on developing pupil social, communication and physical skills and meet pupils' needs well. Pupils integrate with other pupils at the school on a regular basis, when appropriate, and as a result have further, worthwhile, opportunities to develop their social skills.

The curriculum in key stage 2 ensures pupils develop a suitable range of knowledge and skills over time. Teachers plan learning through an interesting range of topics that generally engage most pupils well. They supplement learning with a beneficial range of trips and visits, such as a trip to Carmarthen museum where pupils learn about childhood in Wales during the Victorian era. While leaders have scrutinised the school's long term planning to help ensure pupils receive progressive opportunities to develop their literacy and ICT skills, teachers do not always enact these plans well enough. In general, pupils have interesting opportunities to use their ICT skills across the curriculum. For example, pupils in lower key stage 2 play interesting building games to help them learn about area and perimeter. However, pupils do not have consistent enough opportunities to use their literacy skills across the curriculum. Although curriculum planning does contain opportunities for pupils to use their numeracy skills, teachers plan these too inconsistently. This contributes to the underdevelopment of pupils' numeracy and mathematics skills.

Teachers have recently begun to implement a new curriculum for Welsh. This provides purposeful opportunities for pupils to develop their Welsh language skills. Many teachers are beginning to use Welsh with pupils more regularly outside of Welsh lessons and as a result, pupils are becoming more confident in responding to simple prompts and questions. However, at present these practices have had only a limited impact on pupils' Welsh language skills. Pupils have effective opportunities, throughout the curriculum, to learn about the history, culture and geography of Wales. For example, pupils in the foundation phase consider how the major towns and cities of Wales relate to the country as a whole and study their local area to understand the geography of Pwll.



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

Leaders track pupils' progress regularly and comprehensively. Their systems help them to identify usefully pupils whose progress is slowing, or who may need support. As a result, they are able to offer beneficial interventions to those pupils who need them. The monitoring and tracking of pupils in the autism facility is highly effective. Staff gather detailed records on all aspects of pupils' progress and use this to understand their needs well. They use lesson records effectively to evaluate pupils' progress, plan their next steps in learning and provide appropriate strategies and support. This has a positive impact on these pupils' social and communication skills.

Leaders and teachers support pupils with additional learning needs well. When pupils need extra support, they make timely referrals to outside agencies. For example, teachers work with educational psychologists and parents to devise effective child-centred support plans that identify and target pupils' needs well. The school uses other outside services beneficially to develop pupils' understanding of social issues. For example, the school nurse and police liaison officer inform pupils usefully about the adverse effects of drugs. The school's processes for safeguarding pupils meet requirements and give no cause for concern.

The school provides worthwhile help for parents to support their children's learning and to engage with school life. For example, parents attend 'share our learning' events as well as other presentations, such as mindfulness and visible learning. Leaders keep parents well informed through regular text messages, newsletters and face-to-face discussion, for example to remind them about how to maintain their children's good attendance. This helps them to understand the school's strategies and ethos well. The school liaises regularly with parents when concerns arise about a pupil's progress. In this way, staff understand well issues that may affect pupils' wellbeing and engagement.

The school monitors pupils' attendance effectively. Leaders have a clear, graduated response in place when there are concerns about a pupil's attendance. They work constructively with the education welfare services on attendance initiatives, such as arranging meetings with parents and the welfare officer when a pupil's attendance falls. This ensures that parents and pupils understand well the importance of attending school regularly.

Leaders ensure that pupil voice groups have a positive impact upon the work of the school. For example, the digital champions support other pupils in class efficiently and this helps to improve other's confidence with ICT. However, teachers do not always give pupils strong enough opportunities to influence what or how they learn in the classroom.

The school uses several personal and social education programmes to develop pupils' understanding of equality, diversity and respect, and many pupils consider

moral and ethical issues well in these sessions. For example, 'philosophy for pupils' allows them to discuss and understand other's perceptions and perspectives helpfully. The school has effective procedures to promote healthy eating and drinking.

School deals well with any issues of poor behaviour or bullying, and supports those involved sensitively using programmes to foster an understanding of right and wrong and to challenge discrimination appropriately. Leaders and teachers help create a positive ethos in the school by ensuring pupils who show consistently good behaviour are recognised with notes home or hot chocolate with the headteacher.

Leaders ensure pupils have beneficial opportunities to develop their creativity and performance skills. For example, pupils were successful in a recent national "Book Slam" event to encourage understanding of literature through performance and discussion.

### **Leadership and management: Adequate and needs improvement**

The headteacher has a clear vision for the school, which focuses on developing creative pupils with creative teachers in creative classrooms. Staff and governors understand this vision suitably and together they share it confidently with pupils and parents. However, this commitment is not yet fully evident in day-to-day school life. The headteacher is firmly committed to ensuring the best interests of all pupils and other leaders support him competently. This includes a successful drive to improve the behaviour and wellbeing of pupils to enable them to become more effective learners.

The governing body is supportive of the school and carries out its statutory responsibilities efficiently. Their meetings are regular and efficient, for example in reviewing policies and providing a comprehensive and detailed annual report to parents. Through regular reports from the headteacher, governors have a sound understanding of the school's provision and practices. They make regular visits to the school to monitor priorities in the school development plan, listening to learners, taking part in lesson observation and scrutinising books. They act well as critical friends and use this knowledge to support and challenge the school appropriately to improve aspects of its work. However, these processes have not yet had a strong enough influence improving standards.

Performance management procedures for teachers and teaching assistants help to support school improvement appropriately. They use this to facilitate their professional development efficiently. Leaders organise suitable staff training that targets improvement competently, such as the quality of pupils' writing. Staff in the autism teaching facility attend a wide range of course that help them develop specific strategies and approaches to address the needs of the pupils effectively. There are useful opportunities for staff to receive in-house training and work with other schools to view and share good practice. The school shares areas of its practice well. For example, local schools visit the autistic unit to see the effective teaching and learning, and the strong progress that these pupils make against their targets.

Senior leaders undertake a range of monitoring activities that help them to evaluate the quality of the school's work suitably. These include lesson observations, the scrutiny of pupils' work and the monitoring of teaching. As a result, they have an appropriate picture of how well the school meets the needs of pupils. However, leaders do not always identify well enough or quickly enough the standard of pupils' learning. The link between the outcomes of the self-evaluation process and the improvement strategies are not always strong or precise enough. Leaders meet regularly to discuss progress towards improvement priorities. However, they do not always act promptly enough to address identified shortcomings. As a result, improvement process do not always have a strong enough impact on standards, such as pupils' mathematics and Welsh language skills.

The headteacher, with the support of the governing body, uses the school's budget appropriately to support improvements in the quality of provision. The school has a good number of qualified staff to deliver the curriculum and ensure pupils' wellbeing. Leaders deploy teaching assistants purposefully to provide effective support to individuals and specific groups of pupils. Arrangements to cover teachers' planning, preparation and assessment time are suitable. Leaders use the pupil development grant well to support the progress of identified pupils. This helps to ensure that in general these pupils achieve as well as their peers.

## 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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