



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

**A report on**

**Ysgol Gynradd Llanpumsaint  
Llanpumsaint  
Carmarthen  
Carmarthenshire  
SA33 6BY**

**Date of inspection: January 2019**

**by**

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

## About Ysgol Gynradd Llanpumsaint

Ysgol Gynradd Llanpumsaint is situated on the outskirts of the village, which is a few miles from the town of Carmarthen in Carmarthenshire local authority. Welsh is the main medium of the school's life and work, and English is introduced in key stage 2.

Ysgol Llanpumsaint is one of three schools that operate within a formal federation. The school has been in a formal federation with Ysgol Cynwyl Elfed for a number of years and, very recently, Ysgol Abernant has joined them formally following a period as an informal member of that federation.

There are 30 pupils between 3 and 11 years old on roll. Around 42% of pupils come from Welsh-speaking homes. Over a three-year-period, around 22% of pupils have been eligible for free school meals. This is higher than the national percentage of 19%. The school has identified around 23% of its pupils as having additional learning needs. This is slightly higher than the national percentage of 21%.

The headteacher was appointed to the post in January 2015 and the school was last inspected in October 2010.

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

As headteacher of three schools within a local federation, her vision is based on the principle of ensuring that pupils continue to receive inclusive education within their communities. Ensuring pupils' care and wellbeing is at the heart of the life and work of Ysgol Llanpumsaint, and all staff work together effectively to ensure this. There is a beneficial emphasis on creating a safe and supportive learning environment for pupils, and this has a positive effect on their behaviour and wellbeing. All staff model robust language and enrich pupils' spoken language effectively. Teachers develop pupils' awareness and understanding of their community and Welsh culture well.

However, teachers do not always have high enough expectations in terms of pupils' standards, particularly when developing their writing skills and numeracy skills across the curriculum. As a result, a minority of pupils do not make sufficient progress, particularly in key stage 2.

<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 Ensure that leaders focus on the practical procedures that will have the most positive effect on teaching and standards
- R2 Ensure that all teachers have high enough expectations of pupils
- R3 Ensure that teachers' planning arrangements in key stage 2 are detailed enough to meet the needs of all groups of pupils, and that they implement them effectively
- R4 Improve pupils' writing skills in both languages, where appropriate
- R5 Improve provision to enable pupils to use their numeracy skills at an appropriate level across the curriculum

## **What happens next**

The school will produce an action plan to show how it will address the recommendations. Estyn will review the school's progress.

## Main findings

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

On entry to the school, the skills of around half the pupils are close to the level expected for their age. By the end of their time at the school, many pupils, including those with additional learning needs, achieve well from their starting points.

Most pupils in the foundation phase have good speaking and listening skills. By the end of the phase, they discuss their work with increasing confidence and use an increasing range of language patterns and suitable vocabulary, for example when describing the story of the three bears. Most explain their activities and what they are trying to do clearly. Many enjoy reading and make beneficial progress from their starting points. They use an increasing range of phonic strategies confidently to build unfamiliar words. Many pupils discuss the content of their books enthusiastically and refer confidently to various events and characters. On the whole, many pupils develop sound writing skills, and their work on the moon shows that they extend their ideas effectively and interestingly.

Most pupils in key stage 2 are strong oral communicators, both in Welsh and English, and they use formal language where appropriate. They discuss obvious features in their work skilfully, and give worthy reasons for their choices when creating a poster to promote the importance of Welsh education. They listen attentively to the views of their peers and discuss a range of topics confidently. Many use the Welsh language voluntarily in the classroom and in informal situations.

Many pupils in key stage 2 make beneficial progress in their reading in both languages. They skim skilfully to gather information from different texts, including the internet, to create a factual report about the class pupils' heroes. A majority of pupils build on their writing skills appropriately and show a purposeful awareness of their audience. By the end of key stage 2, they write a few extended pieces effectively, for example when creating a newspaper article about floods. However, the standard of written work is not consistent enough and they do not use their skills to the expected level frequently enough when writing across the curriculum. A majority of pupils' handwriting and presentation of work are untidy and they show a lack of pride in their work. Pupils do not use their English writing skills often enough across the curriculum.

Many pupils' numeracy skills are developing successfully in the foundation phase. Nearly all pupils in Nursery and Reception read and write numbers to at least 10, for example when sorting objects that relate to the story of Goldilocks. By the end of the foundation phase, many have a very sound grasp of number facts to 100 and beyond. Their understanding of the properties of 2D and 3D shapes is beneficial, and many use mathematical vocabulary correctly when sorting the three bears' dishes into 'big', 'medium-sized' and 'small'.

In key stage 2, most pupils' understanding of number operations is developing strongly, and many are beginning to use them purposefully to solve problems. An example of this is interpreting a bus timetable to solve problems relating to time.

However, pupils in key stage 2 do not use their numeracy skills regularly enough or to the expected level when working across the curriculum.

Most pupils in the foundation phase develop a range of information and communication technology (ICT) skills skilfully and apply them confidently across the areas of learning. For example, they develop early control skills when guiding the wolf to the houses of the three little pigs purposefully. Many develop creative skills in interesting ways by playing the role of a police officer and filming each other presenting a news bulletin about a missing person following a suspicious incident involving porridge in the classroom.

In key stage 2, overall, pupils build appropriately on their previous ICT skills. Many present information purposefully when researching the history of the Second World War, and develop their early programming skills well by designing a computer game. However, their ability to use spreadsheets to model and to use and interrogate a database has not been developed to the appropriate level.

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

Nearly all pupils have positive attitudes to learning and persevere with their tasks, and strive consistently to complete them. They treat their peers, staff and visitors with respect regularly, and this is one of the school's strengths. A positive learning environment is evident in all classes, and this makes a valuable contribution towards the effective co-operation between pupils and staff. As a result, nearly all pupils behave very well at all times. Nearly all pupils feel safe at school. They know who to approach for support and advice if they are worried about anything, and have a sound knowledge of how to stay safe online.

Many pupils have a positive influence on school life by operating purposefully on the different committees. Pupils on the eco council succeed in raising pupils' awareness of the importance of being economical when using electricity and water, and keep a record of meter readings and create purposeful posters. As a result, pupils and staff ensure that there is less waste of scarce resources. Members of the healthy schools committee promote fitness and making healthy meal choices enthusiastically. They ensure that their peers are aware of the advantages of exercise and eating healthily through a display by the school's main entrance and by sharing important messages in school assemblies. As a result, pupils take advantage of regular opportunities to exercise by running a mile a day.

Most pupils show a firm commitment to their local community through various regular activities and are very aware that they have a duty to give back to their local community. An example of this is including the village's residents in the celebrations of creating an attractive mural on the outdoor wall of the school, which reflects the life of the local community. Pupils often take part in services in the local church or chapel and hold concerts in the village hall.

Through morning assemblies and celebrations in places of worship, most pupils' awareness of the importance of fairness and equality is developing soundly. As a result, they have a mature understanding of the importance of fair trade and supporting others who are less fortunate. An example of this is contributing money to buy a water pump in a village in Africa.

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

Teachers across the school nurture and maintain a supportive learning environment and have developed a good working relationship with pupils. As a result, pupils' behaviour is a strong feature of school life. Teachers provide a variety of activities that engage pupils' interest well. Teachers and assistants work together very purposefully. This is one of the school's strengths and enables most pupils who need support to complete their tasks successfully. All staff model robust language, enrich pupils' spoken language and encourage them to use the Welsh language regularly, both formally and informally.

Overall, teachers ensure that most lessons build successfully on previous experiences. Presentations are short and purposeful, and lessons are paced well. There are high expectations of all pupils in the foundation phase and this has a positive effect on pupils' standards and experiences. However, expectations are not as robust in key stage 2 as teachers do not challenge more able pupils adequately in order for them to achieve to the best of their ability. In the upper part of the school, over-use of worksheets limits opportunities for pupils to write at length and to develop as independent learners.

Teachers share lesson aims with pupils regularly and explain tasks clearly. However, lesson aims are not always purposeful enough to ensure progress in learning. Teachers question purposefully in order to ensure that nearly all pupils have a sound understanding of what they are doing. They give pupils feedback on how to improve their work further and give them opportunities to respond to comments. However, this has not had enough of an effect on standards of extended writing in key stage 2. This is mainly because teachers' written comments are too superficial and pupils are not expected to respond extensively enough to comments.

The principles of the foundation phase have been established successfully in the school. Joint planning across the three schools in the federation, and implementing planning in the classroom, ensure that the requirements of the foundation phase curriculum are met in full, in addition to pupils' literacy and numeracy skills. Planning ensures a good balance between independent activities and those that are led by adults. There is frequent access to the outdoor area and pupils benefit from interesting activities, both inside and outside the classroom. An example of this the activity after finding a mess in the activity corner, and following the trail of porridge through the classroom to the outdoor area to look for clues. As a result of regular rich experiences, many pupils in the foundation phase develop to become confidence independent learners.

In key stage 2, the school provides interesting learning experiences that engage many pupils' interest effectively. However, joint planning across the federation for this key stage has not been developed to the same extent as the foundation phase, and teachers do not implement planning to ensure that the breadth of the curriculum is always delivered in full. As a result, pupils are not given enough opportunities to develop their thinking skills, for example through scientific investigations.

In the foundation phase, pupils are given regular and rich opportunities to apply their literacy, numeracy and ICT skills effectively across the areas of learning. However, in key stage 2, planning for skills does not ensure that pupils are given enough

opportunities to reinforce and develop their numeracy or English literacy skills across the curriculum consistently enough.

Teachers provide up-to-date activities and experiences that reflect the nature and context of the school and its community successfully. A range of visits is provided to places of interest in the area and further afield, for example to the local wool museum and places of interest in Cardiff. These activities develop pupils' awareness and understanding of their community and Welsh culture well, in addition to pupils' pride in their local area.

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

The school is a caring, friendly and familial community that promotes pride and equal opportunities successfully. As a result, nearly all pupils feel safe and happy at the school and know who to approach for support and advice. Occasional visits by the vicar to lead assemblies, and opportunities for pupils to take part in services at the church and chapel, make a beneficial contribution towards pupils' spiritual and moral development.

The school promotes pupils' health and wellbeing effectively and there are robust arrangements for encouraging healthy eating and drinking. Through this, members of the healthy schools committee are given purposeful opportunities to share clear messages with the school community about the importance of making healthy food choices. The school provides regular opportunities for all pupils to make decisions that affect their wellbeing and fitness. An example of this is the emphasis on exercise and the opportunity to run a mile a day. Leaders ensure that pupils benefit from co-operation between the three schools in the federation by giving them opportunities to take part in team sports that would be very difficult without this co-operation. As a result, pupils are given an opportunity to compete as a team in sports competitions, such as the Urdd football and cricket competitions.

Teachers plan successful activities to develop pupils' awareness of Welsh history and heritage. They introduce famous Welsh people regularly in class work and assemblies, for example by presenting the work of famous composers and singers. Provision to develop pupils' creative skills is good, and there are beneficial opportunities for all pupils to study the work of local artists and work with them. By doing so, pupils were given an opportunity to contribute their ideas about what is important in their community and create a large, attractive mural on the outside wall of the school. By taking part in the Urdd eisteddfod and concerts in the village, many pupils are given valuable opportunities to become involved in the creative arts. Through these various activities, most pupils have a sound understanding of their community's history and Welsh culture.

The school provides purposeful opportunities for pupils to influence humanitarian elements in order to promote their understanding of global citizenship. By giving pupils an opportunity to suggest ideas on the wish tree, the school provides opportunities for them to share their ideas about how to help those who are less fortunate and promote fair trade.

There is an effective system for tracking and assessing pupils' progress. The headteacher and teachers use this information appropriately when analysing



assessments and national test outcomes in order to identify pupils who need additional support with literacy or numeracy. The school identifies pupils with additional learning needs at an early stage, and robust arrangements are in place to support them to make appropriate progress following specific interventions. Assistants are very aware of the improvement targets of pupils with additional learning needs and provide them with purposeful support, where necessary. Staff monitor the progress of pupils who receive interventions regularly and adapt or remove support, where appropriate.

The school works successfully with external agencies to receive advice and support on how to respond effectively to pupils' specific additional learning needs. For example, the school works effectively with the local authority's advisory teachers in order to adapt and refine provision for pupils with specific linguistic needs.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. By working in partnership with the local police officer, the school provides effective activities to develop pupils' knowledge of how to keep themselves safe in different situations. The school's arrangements for developing pupils' understanding of how to stay safe online are developing soundly, and the school's digital council is given valuable opportunities to promote this through posters in the classrooms.

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

The headteacher has established a sensible vision for the schools within the federation, which ensures that they are able to continue to provide inclusive education for pupils in their communities. The headteacher and members of the governing body have shared this vision successfully with teachers, support staff, parents and pupils. Most policies and strategic documents are common across all of the schools in the federation. This promotes unity and co-operation at all levels, and is a means of trying to reduce staff workloads while ensuring consistency in the experiences that are provided to pupils. Leaders work diligently to develop the federation as an effective learning centre. However, leaders and managers at all levels do not set high enough expectations for all staff and pupils. As a result, provision and standards are too varied within and across the schools that were inspected.

Job descriptions reflect a majority of staff responsibilities fairly. However, they do not always identify a few key responsibilities that are carried out and that are essential to the effective day-to-day running of the schools.

Various staff meetings are held jointly across the schools in the federation and within the individual schools. These meetings place a clear focus on raising standards and improving the quality of provision. Leaders provide appropriate opportunities for staff to share positive features from their work with their peers within their own school and the other schools in the federation. They have also begun to work with other federated schools to share their practice. This is beginning to have a positive effect on standards in most classes.

Performance management procedures are appropriate and allow leaders to identify individuals' professional needs, and provide specific support and training in order for

them to develop and improve their practice in the classroom. Where teachers have taken advantage of these opportunities, there has been a positive effect on provision and standards. However, a few teachers within the federation have not taken full advantage of the support that has been provided. As a result, many teaching strategies are not effective enough in a few classes, particularly in one of the schools.

Promoting the Welsh language and Welsh culture is at the heart of all of the schools' life and work, and leaders plan reasonably appropriately to provide purposeful opportunities for pupils to develop their skills in formal and informal situations. Priority has been given recently to developing pupils' oral Welsh skills, which has had a positive effect on their standards in this area.

Members of the governing body have an increasing awareness of what is working effectively in the schools, in addition to a number of issues that need to be improved. They support the schools well and challenge the headteacher gently but suitably where necessary. However, governors have been too slow to address important issues in relation to teaching at one of the schools. This has had a detrimental effect on the progress and attainment of a few pupils.

The federation has comprehensive and direct procedures for evaluating the effectiveness of provision and standards. However, reports that derive from these are often too positive and do not always reflect the situations accurately enough. As a result, a few teachers do not always realise the extent to which they need to improve their practice.

Where leaders have identified particular areas for development and have planned appropriate strategies to address them, the situation has improved. Priorities that are identified in the current development plan link directly to the outcomes of the school's self-evaluation procedures. However, the school has not identified a few important aspects as aspects for improvement. For example, it has not identified the need to develop pupils' writing skills or their use of numeracy at an appropriate level across the curriculum.

Overall, the schools use their resources efficiently. Decisions about expenditure and financial planning link appropriately to the strategic priorities and planning for improvement. On the whole, staffing levels are appropriate and there are sufficient learning resources available on each site to deliver the curriculum. Leaders plan activities jointly, which enables pupils from the different schools within the federation to come together regularly and take part in social and educational activities. This expands their opportunities and prepares them well for the next steps in their education.

The school makes prudent and appropriate use of different grants, including the pupil development grant and the small and rural schools grant, to raise standards and improve pupils' wellbeing. Leaders evaluate the effectiveness of these grants effectively in terms of progress, where appropriate.

## 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.

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).**

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