



# Report summary for parents and carers on Ysgol Padarn Sant

**Date of inspection: March 2023**

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

# Overview

Ysgol Gatholig Padarn Sant is a happy diverse community where pupils make good progress across their range of skills. Nearly all pupils behave very well during activities and enjoy collaborating with their friends when completing tasks and solving problems. Older pupils are very caring towards their younger peers and develop strong relationships with them.

The school values the diversity of its pupils and provides worthwhile opportunities for everyone to appreciate different cultures and traditions. This promotes a strong feeling of mutual respect and supports pupils' well-being successfully. There are a number of pupil groups and committees which allow pupils to make decisions about their experiences at school.

Most pupils express themselves confidently during their activities and collaborate well together. Many pupils' Welsh language skills are developing well and they use an increasing range of vocabulary confidently, with good pronunciation. Most read with good expression, and many older pupils decipher messages beyond the text, discussing characters and inference maturely. Across the school, most pupils apply their numeracy skills successfully in a good range of interesting contexts. Their digital skills are strong, and they make decisions about the best equipment and software to support them with different tasks. Most younger pupils' writing is developing well. They show good understanding of simple punctuation and spell familiar words correctly. Many older pupils produce a good range of creative and factual writing, but do not always produce extended written work in a wide enough range of forms.

The school continues to develop their curriculum, providing effective opportunities for pupils to develop their skills and build confidence and resilience. Teachers ensure that the curriculum is based in the local area, developing pupils' awareness of Wales in a wider context. The staff provide a valuable range of activities which develop the pupils' independence well. However, opportunities for mainly older pupils to make decisions about what and how they learn are less well developed.

The headteacher and leaders, including members of the governing body, set high expectations for all, and have well embedded processes which impact well on school development. Staff share practice, both internally and with other schools, and professional learning has a positive impact on practice.

# Recommendations

- R1 Develop meaningful opportunities for pupils to develop their extended writing across the curriculum
- R2 Provide opportunities for pupils to influence what and how they learn

## What happens next

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



# School context

Name of provider	Ysgol Padarn Sant
Local authority	Ceredigion County Council
Language of the provider	English
Type of school	Primary
Religious character	Roman Catholic school
Number of pupils on roll	125
Pupils of statutory school age	107
Number in nursery classes	*
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.0%)	17.1%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)	34.6%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	22.4%
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	02/06/2014
Start date of inspection	27/03/2023

© Crown Copyright 2023: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 05/06/2023

Please note that the photographs displayed may not be of the school that is the subject of this report.