



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

A report on
Cefneithin Primary School

**Heol y Parc
Cefneithin
Llanelli
Carmarthenshire
SA14 7DE**

Date of inspection: July 2023

by

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

This report is also available in Welsh

About Ysgol Gynradd Cefneithin

Name of provider	Ysgol Gynradd Cefneithin.
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	95
Pupils of statutory school age	74
Number in nursery classes (if applicable)	7
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 23.0%)</i>	10.9%
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 16.1%)</i>	14.9%
Percentage of statutory school age pupils who speak Welsh at home	58.1%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2021
Date of previous Estyn inspection (if applicable)	
Start date of inspection	03/07/2023
There has been an acting headteacher since September 2021.	

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.

Overview

Ysgol Cefneithin has a happy and friendly ethos. Pupils, staff and parents take pride in the school's homely and inclusive environment. The vision of '*gwreiddiau cadarn – sylfaen i'r dyfodol*' ('firm roots – a foundation for the future') reflects the school's ethos to encourage pupils to reflect on their values and act on them. Everyone is respected and they are very caring towards each other and the community. As a result, pupils' attitudes to learning are a strength and their behaviour is excellent.

A strong feature of the school is the friendly nature of the pupils. They take pride in their language and their local heritage and are considerate of others. They converse well naturally and show an interest in the world around them.

Many pupils make good progress from their starting points. They develop their literacy, numeracy and digital skills purposefully by the end of their time at the school. Teachers plan interesting activities to engage pupils' interest. However, they do not always ensure regular opportunities to develop and extend pupils' extended writing skills and numeracy skills constructively enough over time. Staff have an excellent working relationship with pupils. They ensure that activities have a suitable pace and provide stimulating learning experiences. However, opportunities for pupils to respond to feedback to improve their work and take more responsibility for their learning are limited.

The school's leaders play a proactive part in the school's improvement processes. They have a good understanding of the school's strengths and priorities for improvement. In a short period of time, the acting headteacher has established robust procedures to address the school's priorities and has ensured that leadership is distributed. However, these priorities are not always clear and timely enough. The acting headteacher has a clear vision for the school and she shares her vision effectively with everyone in the school community.

Recommendations

- R1 Ensure that the school's priorities are clear and specific to address the areas for improvement in a timely manner
- R2 Provide more opportunities for pupils to develop their extended writing skills and numeracy skills constructively
- R3 Provide opportunities for pupils to respond to feedback to improve their work and take more responsibility for their learning

What happens next

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

Main findings

Learning

On entry to the school, most pupils' skills correspond to what is expected for their age, except their Welsh language skills. By the end of their time at the school, many pupils make good progress in their learning considering their starting points.

Most pupils across the school listen well to the contributions of adults and their peers. Although a majority of pupils are unable to speak Welsh when they join the school, they acquire the language at a very early stage. By the end of Year 2, they use purposeful vocabulary when communicating with others while describing the lifecycle of a butterfly successfully. They talk about their work and things that are of interest to them with natural enthusiasm. As they move through the school, most pupils talk confidently in formal and informal situations.

Many of the school's youngest pupils read at a level that is appropriate for their age and ability. They read with appropriate expression and use a variety of strategies to read unfamiliar words. They enjoy listening to stories and are able to discuss the content of class stories enthusiastically. Many of the school's older pupils develop their reading skills appropriately and discuss the content sensibly and maturely.

Many pupils develop their writing skills appropriately as they move through the school. The youngest pupils begin to make marks and form letters and simple words correctly. By Year 2, many pupils write freely and present their work methodically and clearly. They write for different purposes effectively and use appropriate genres and vocabulary, for example when recalling their visit to the Botanical Gardens.

As they move through the school, many of the older pupils transfer their writing skills successfully from one language to the other and begin to write extended pieces of work effectively. In Years 3 and 4, many pupils write purposefully for a number of purposes, for example when writing an imaginary diary based on the story of Black Bart and create a podcast following their visit to Llyn Llech Owain. By the end of Year 6, many write effectively for different purposes, for example when persuading people to visit Bannau Brycheiniog National Park. However, they are not always given enough opportunities to write extended pieces and refine and improve their work regularly enough.

Pupils' digital skills develop appropriately across the school. Most of the youngest pupils use digital devices purposefully to reinforce their literacy and numeracy skills. By the end of Year 2, many are able to create a block graph of the insects in the school garden. Most of the older pupils use the internet to research independently to find information on a variety of topics. However, only a few pupils develop an effective understanding of how to handle data or create spreadsheets independently.

Many pupils develop number skills appropriately across the school. The youngest pupils begin to recognise numbers and use their numeracy skills in different contexts, for example by counting insect legs and singing number songs confidently. By Year 2, they develop a good range of mathematics skills and make sound progress, for example when discussing and drawing butterfly symmetry and when giving directions

to a friend to find the insect. As pupils move through the school, they build on their skills beneficially; for example, many in Years 3 and 4 use their number skills when multiplying and dividing by 10 and 100. By Year 6, many pupils use their number skills to organise a trip to Pen-y-Fan purposefully. However, their numeracy skills do not build systematically on their previous knowledge and understanding. As a result, a minority of pupils do not develop their skills to the best of their ability.

Most pupils develop their creative skills effectively, for example by emulating the style of famous and local artists successfully. They use a variety of materials and styles skilfully to produce impressive artwork.

Nearly all pupils develop their physical skills well across the school. They take part in a variety of activities and lessons that promote their health and well-being effectively, for example during yoga and fitness sessions.

Well-being and attitudes to learning

The school has a friendly and homely ethos. Pupils greet each other, staff and visitors politely and respectfully. Across the school, they are welcoming and willing to discuss aspects of school life enthusiastically and excitedly with adults. One of the school's notable aspects is the way in which pupils speak naturally with adults in a variety of situations. Nearly all pupils feel safe within the school's inclusive ethos.

Most pupils have a sound understanding of the importance of making healthy choices in terms of food and drink. For example, pupils across the school use the fruit shop daily and independently. Pupils keep fit inside and outside the classroom, for example by dancing, taking part in playground games, yoga and participating in the 'daily mile'. The school uses the local community to provide additional opportunities for pupils to learn about the importance of staying healthy and exercising the body, for example sessions with local sports clubs.

Across the school, most pupils are encouraged to take care of their emotional well-being and are given purposeful opportunities to discuss their feelings on a daily basis. For example, the youngest pupils express their feelings on the class chart and older pupils use a digital device to share their feelings independently and privately. Nearly all pupils are aware that staff are available to discuss or share advice and support at any time.

Most pupils develop as ethical and knowledgeable citizens by showing a strong awareness of what it is to be a good friend and how to help others. Pupils treat others with empathy and are keen to help those in need, for example by organising to collect goods to help people from Ukraine. This increases pupils' awareness of the importance of their contributions to create a caring and global society. Pupils have an increasing awareness of children's rights and are beginning to spread the messages across the school. Most have a good understanding of how to stay safe online through appropriate lessons and by receiving advice from the local police officer.

Members of the school councils, for example the school council, the eco council and the Criw Cymraeg, take their roles seriously and are keen to contribute to improvements at the school. They are beginning to make a valuable contribution to the work of the school, for example by designing a poster with a local artist and

producing a video for the local community to encourage them to reduce dog mess on the local playing field. The sports ambassadors also have a positive effect on the youngest pupils during play times by preparing and holding fun games together. As a result of the activity of the councils, many pupils feel that staff consider them in decisions and listen to their views, for example by allowing pupils to run the fruit shop.

Nearly all of the youngest pupils apply themselves to their tasks and challenging enthusiastically, which encourages them to work independently and, on the whole, they persevere to complete their work. However, there are fewer opportunities for pupils at the top of the school to apply their basic skills and to provide opportunities for pupils to make choices themselves when recording and presenting work.

Across the school, most pupils show positive attitudes to learning. They have a sound understanding of the school's values and reward systems. As a result, the behaviour of pupils across the school is excellent. They concentrate effectively while working and play together happily during break times and lunchtimes. A majority of pupils discuss their work and previous learning confidently. Many pupils read over their work and respond suitably to feedback and improve some aspects of their work and understand, on the whole, what the next steps are in their learning. However, there are few opportunities for pupils to respond in various ways for staff to assess their learning regularly. Most undertake their tasks conscientiously and concentrate well for specific periods.

Teaching and learning experiences

All of the school's staff have a good working relationship with pupils, which fosters a caring and inclusive environment across the school. Teachers make valuable use of their support staff and, together, they support learning effectively.

Staff have begun to plan purposefully to meet the requirements of the new Curriculum for Wales. The change in planning across the school has led to increasing the breadth of experiences for pupils by giving good consideration to their views and interests. The new planning approach has broadened the opportunities for pupils to develop their skills and take ownership of their learning. For example, they are given valuable opportunities at the beginning of each term to contribute positively to stimulating themes, such as '*Tir a Môr*' ('Land and Sea') and '*Trychfilod*' ('Insects'), which spark pupils' curiosity and engagement with their learning successfully. On the whole, learning experiences enable many pupils to acquire the necessary skills in specific lessons. However, teachers do not always provide purposeful opportunities for pupils to develop and apply their numeracy and extended writing skills regularly and constructively as they move through the school.

Teachers plan relevant activities and experiences that reflect the nature and context of the school and its community successfully. A range of varied visits are provided to places of interest in the local area and further afield, for example a visit to the Botanical Gardens to learn about insects and habitats and a visit to Bannau Brycheiniog National Park. They also use visitors to the school purposefully and support and develop pupils' understanding of specific areas of learning, for example by learning about the life and work of miners as part of the research into the history

of the coal industry and the miners' strike locally. These activities enrich provision by engaging pupils' interest effectively in what they are learning.

All members of staff are valuable language models and this helps pupils to develop their spoken Welsh skills naturally and effectively. This has a positive effect on most pupils' standards of oracy and develops them to become confident bilingual learners. Provision to develop an understanding of Welsh culture is promoted successfully and a prominent place is given to pupils to learn about the history, culture and heritage of Wales. They provide purposeful opportunities for pupils to study famous local and national figures, such as Owain Glyndŵr.

The principles of foundation learning have been established firmly in the school's youngest years. Staff develop pupils' skills effectively by providing exciting and interesting experiences for them through activities and challenges in the classrooms and the outdoor area. This promotes confident independent learners. The school's older pupils are given opportunities to develop their independent skills increasingly in lessons across the curriculum. However, they are not given sufficient opportunities to help them to make proactive choices about the way in which they learn.

Teachers set clear learning objectives and use a range of interesting resources to engage pupils' interest. On the whole, they remind pupils of their previous learning suitably and question pupils skilfully. In the best practice, teachers ensure that their lessons are well paced. Many of the staff encourage pupils by praising their contributions and ideas. They support pupils to use relevant strategies to reflect and improve the standard of their work and to not be afraid to make mistakes. For example, the school's oldest pupils use strategies such as 'Three before me', which requires pupils to investigate a solution for themselves and discuss with others to help them persevere with tasks and improve their work.

Overall, teachers provide appropriate feedback which helps pupils understand what they are doing well in lessons. However, across the school, pupils are not always given sufficient opportunities to improve and refine the content and quality of their work following feedback.

Care, support and guidance

The school is a caring and happy community that promotes good behaviour and courtesy from all pupils. All staff are committed to ensuring that the values and emotional well-being of pupils are key to their work. There are positive relationships between staff and pupils across the school, which contribute effectively to their happiness and well-being. This is reflected in the positive attitudes of nearly all pupils towards school life.

Staff manage pupils' behaviour very well and treat all pupils fairly and with respect. As a result, pupils engage with their learning willingly and make good progress across the curriculum. They support the emotional, health and social needs of nearly all pupils successfully through a cross-section of appropriate activities, for example by holding specialist sessions and jointly creating a 'rap' with pupils to raise awareness of anti-bullying.

The school has robust processes in place which have a positive effect on supporting pupils with ALN. The additional learning needs co-ordinator (ALNCo) fulfils her role extremely well and supports teachers thoroughly to create universal provision for pupils who receive additional support. The school has a range of comprehensive provision, which is used effectively when planning support to ensure order, fairness, resources and consistency for pupils. Staff set beneficial personal targets for these pupils and evaluate their progress regularly to identify the next steps in their learning. As a result, most pupils make good progress against their personal targets. The ALNCo works effectively with a variety of external agencies to receive specialist guidance and advice to support pupils who receive additional support.

One of the school's strengths is the way in which staff promote and develop pupils' understanding of their identity, heritage and culture. Pupils take advantage of highly beneficial opportunities to celebrate their Welshness and feel that they belong to the local community. Teachers plan valuable opportunities for pupils to visit places in the local community regularly, for example by using Llyn Llech Owain as a prompt to record and create a story with a local artist. The school organises regular visits to the local community, for example the village hall, chapels and the secondary school, and provides beneficial opportunities to welcome visitors to the school to enrich the curriculum.

Pupils' spiritual and moral attitudes are promoted regularly through collective worship assemblies. These ensure beneficial opportunities for pupils to reflect on current affairs and different religions and cultures appropriately in class activities. Teachers provide valuable opportunities for pupils to voice their opinion on current affairs, for example by raising money for charity to help people in Ukraine and by discussing and developing their understanding of children's rights. However, there are very few opportunities for pupils to develop a purposeful awareness of diversity and multicultural communities in Wales.

The school develops suitable opportunities for pupils to take part in decisions at a school level through membership of the school councils and within lessons in the classroom, for example by working with local authority officers to monitor and reduce the speed of cars outside the school. Pupils are given suitable opportunities to express an opinion about how to improve different aspects of the school and the local community. The school provides various opportunities for pupils to take part in performances and events, for example by competing in sports competitions and local Eisteddfodau to gain self-confidence and develop pupils' creativity effectively.

Staff promote a culture of safeguarding effectively and the arrangements are not a cause for concern. Procedures for reporting safeguarding concerns about pupils are robust and staff work with external agencies, where appropriate. The school has robust processes for monitoring pupils' attendance and punctuality.

Leadership and management

Leaders have a clear vision that is based on creating a happy and caring learning environment to provide *'gwreiddiau cadarn – sylfaen i'r dyfodol'* ('firm roots – a foundation for the future') for pupils to develop their well-being and basic skills. The acting headteacher has worked successfully with stakeholders to create the shared vision, which is based on supporting pupils to be respectful, kind learners who 'do

their very best'. As a result, there is a strong sense of trust, pride and respect between pupils and staff, which permeates the school's close-knit community.

Arrangements to support, develop and distribute leadership across the school are developing appropriately. Within a short period, the acting headteacher has developed an effective team of staff by distributing roles and responsibilities suitably. They are completely clear about their roles and responsibilities and are wholly committed to the school's values, thereby promoting a culture of effective co-operation between all members of staff. As a result, many staff are keen to develop provision to improve pupils' experiences, progress and skills, for example by developing the outdoor area to support the youngest pupils' independence.

Members of the governing body support leaders and staff highly effectively. They undertake a variety of relevant monitoring and evaluation activities thoroughly. For example, hardworking members of the curriculum sub-panel are responsible for writing and monitoring the school development plan and work with the local education authority to evaluate progress in standards of teaching and learning. They share the effect of the actions with the full body regularly through detailed improvement reports. As a result, governors have a sound awareness of the school's strengths and priorities for improvement. They have a sound understanding of national priorities and ensure that the school has comprehensive arrangements to promote healthy eating and drinking. They use their experiences from their regular visits to challenge and support leaders with their work.

Leaders have purposeful arrangements for managing financial resources and are aware of the importance of trying to reduce the effects of poverty on pupils' achievement. This includes using the pupil development grant suitably to improve pupils' standards of attainment and well-being by ensuring that all the school's activities are accessible to all pupils. They have also worked with external partners to reduce the financial burden on families by contributing to a local food bank regularly following a harvest thanksgiving service at the local chapel.

The school's relationship with parents is a strength and the continuous co-operation and communication promotes the school in its community highly effectively. Leaders have an exceptionally good knowledge of the needs of pupils, the school and its community and provide valuable opportunities for parents to support pupils' skills, for example by holding workshops for parents on how to support pupils' oracy, reading and numeracy skills at home and providing work packs to support them.

Leaders develop and promote a culture of consistent self-improvement. Leaders have an appropriate timetable for evaluating provision and pupils' outcomes. They consider evidence that shows the effect on pupils' progress against their current priorities. Curriculum leaders also provide timely feedback after scrutinising pupils' books. This means that leaders and staff identify the school's strengths and areas for improvement well and respond to them promptly. For example, teachers are able to identify aspects that are in need of attention when they arise, such as a decline in the quality of pupils' spelling and ensure that they identify clear actions in the subsequent weekly plans. However, the priorities in the school development plan are not always specific enough. As a result, leaders and staff do not address a few areas for improvement in a timely enough manner.

Leaders have created a positive culture and ethos to promote and support the professional learning of all staff. They provide beneficial opportunities for them to undertake a good range of professional learning, which responds robustly to their individual requirements and the school's priorities, for example through guided reading training for all staff to help them to develop pupils' knowledge and thinking skills. This develops their skills effectively and in line with the staff performance management arrangements. These opportunities are provided purposefully to improve provision which, in turn, supports pupils to make progress in their skills.

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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