

A report on

Ysgol Gynradd Parcyrhun

Villiers Road

Ammanford

Carmarthen

Carmarthenshire

SA18 3HB

Date of inspection: January 2025

by

Estyn, His Majesty's Inspectorate for

Education and Training in Wales

This report is also available in Welsh.

About Ysgol Gynradd Parcyrhun

Name of provider	Ysgol Gynradd Parcyrhun
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 2 – dual language
Type of school	Primary
Religious character	n/a
Number of pupils on roll	208
Pupils of statutory school age	165
Number in nursery classes	14
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%)</i>	22.0%
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 11.1%)</i>	8.5%
Percentage of statutory school age pupils who speak Welsh at home	22.4%
Percentage of pupils with English as an additional language	4%
Date of headteacher appointment	21/09/2021

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Date of previous Estyn inspection (if applicable)	05/12/2016
Start date of inspection	27/01/2025

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

The school is an inclusive and safe community that takes extremely good care of its pupils. Staff always respect pupils and treat them fairly. Leaders lead the school effectively and purposefully, which ensures that all pupils have equal opportunities in all of the school's activities over time. Leaders have high expectations for staff, pupils and themselves. They identify the school's strengths and the areas it needs to improve well, and plan effectively to ensure improvement over time.

The building is colourful, stimulating and engaging for pupils, which encourages them to enjoy learning. Teachers and other adults, on the whole, teach pupils effectively. As a result, most make sound progress in their literacy, mathematical, digital competence and wider skills. Although most have sound mathematical skills, they are not always given enough opportunity to practise them regularly in real-life contexts.

The curriculum meets today's requirements well and focuses appropriately on teaching pupils about their local area, Wales and the world. Provision for the youngest pupils is very effective and prepares them well to be able to learn without too much support from adults. On the whole, teachers know what they want pupils to learn and why. However, they do not always focus enough on what skills they want them to learn, and pay too much attention to the content. This means that there is not always enough depth to learning and tasks do not build enough on previous work.

Staff encourage pupils to be eager to learn. As a result, most make a good effort in their tasks and work together successfully to solve any problems they have with the work. Over time, all pupils are given opportunities to become members of a range of pupil's voice committees and make decisions about how to improve the school.

Recommendations

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

- R1 Refine planning procedures to ensure that there is depth in learning and that objectives are clear and build methodically on previous ones
- R2 Provide regular opportunities for pupils to apply their numeracy skills in real-life situations across the curriculum

What happens next

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

Main evaluation

The school is an extremely caring community where leaders, staff and pupils treat each other with a high level of respect and fairness. The school has effective procedures to ensure that pupils feel safe there, that they feel free from any bullying or harassment and that they are happy to attend on a daily basis.

Leaders provide an effective strategic direction for the school, ensuring that it is an extremely inclusive haven for pupils. They place a continuous emphasis on fostering teamwork among staff and on improving the learning and well-being of all pupils. This includes those affected by poverty, those with additional learning needs (ALN) and those who attend the unit for pupils with hearing impairments. The leaders' vision is clear and based on igniting pupils' imaginations and stimulating them to learn and experience the thrill that comes from succeeding. Leaders set and convey high expectations for staff, pupils and themselves. They consider the workload and well-being of staff continuously and support them to address what they need to carry out their work effectively.

The standard of teaching is generally sound across the school. Teachers and other adults foster an extremely effective working relationship with pupils and facilitate learning successfully. They ensure that the learning environment is stimulating and engaging for pupils, which encourages them to enjoy learning. As a result, most pupils, including those with ALN, English as an additional language, those with a hearing impairment or who are disadvantaged by poverty make sound progress in their literacy, mathematical, digital

competence and wider skills. Although most have sound mathematical skills, they are not always given enough opportunity to apply them consistently in real-life contexts.

Most teachers provide an appropriate level of challenge for pupils and demonstrate high expectations of them. They question them effectively to support their progress and, on the whole, their feedback helps them to improve their learning.

The school has addressed a large number of the principles of Curriculum for Wales successfully. Current provision is inclusive and well-organised. It provides a suitable breadth of learning opportunities for pupils across the majority of areas of learning and experience in a variety of contexts. Teachers consider pupils' ideas successfully when planning learning experiences for them. They develop pupils' understanding of the history, cultural and linguistic heritage and ethnic diversity of their local area, Wales and the world very effectively. Provision for the youngest pupils is extremely successful. It encourages them continuously to become independent learners from a very young age.

Where appropriate, teachers and other adults are, on the whole, clear about what they want pupils to learn and why. However, at times, they do not give enough consideration to what skills they would like pupils to learn, and pay too much attention to the content. As a result, there is not always enough depth to the learning and tasks do not build directly enough on purposeful links to ensure progression in learning.

Most teachers and other adults support pupils' spiritual, moral, social and cultural awareness purposefully and successfully. They also help pupils to develop the skills, knowledge and understanding they need to make healthy choices about their lifestyle and the effect of that on their fitness and health.

Staff support pupils to develop positive attitudes towards learning extremely effectively. This means that most engage with their tasks quickly and work together successfully. Many persevere well and look for new solutions when facing difficulties.

The school's arrangements for ensure pupils' punctuality and regular attendance are effective. Similarly, their procedures for tracking and monitoring pupils' progress are robust and thorough. This enables staff to monitor the attendance and progress of individuals and to provide appropriately for them.

The school's extremely inclusive ethos ensures that every pupil is given equal opportunities to participate in all of the school's activities in turn. This is true for the valuable opportunities they are given to become members of a range of pupil voice committees and make decisions about how to improve the school. For example, the 'Lleisiau Lles' (Well-being Voices) have recently designed a poster to explain to their peers the difference between bullying and disagreements.

Leaders forge productive relationships with a range of partners which include parents, other schools in the cluster, local authority officers and the community. This contributes directly to ensuring, for example, that parents understand how to support their children with their homework, that pupils are ready for the next step in their learning and that they feel a core part of their local community.

Leaders evaluate the school's work regularly and identify its strengths and areas for improvement. Improvement procedures are extremely detailed and give an appropriate priority to important and timely matters. Leaders have a successful track record of making improvements and sustaining them, which has had a positive effect on pupils' learning and well-being over time. They plan and deliver sensible and purposeful professional learning opportunities for staff, which have a positive effect on pupils' learning and well-being. They promote the Welsh language very well and take firm steps to address other national priorities. These include improving teaching, revising provision for pupils with ALN and tackling the effects of poverty.

Governors have a sound understanding of their roles as critical friends. They visit the school regularly and conduct learning walks, talk to pupils and staff and discuss progress appropriately with leaders at all levels. This contributes to their ability to support the headteacher and staff to set appropriate improvement priorities for the school. They manage the school's resources prudently and ensure that there is a robust culture of safeguarding.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for management of the site are not 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.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers 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:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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