

A report on
Ysgol Gymunedol Trimsaran

**Heol Waunyclun
Trimsaran
Llanelli
Carmarthenshire
SA17 4BE**

Date of inspection: February 2025

by

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

This report is also available in Welsh

About Ysgol Gymunedol Trimsaran

Name of provider	Ysgol Gymunedol Trimsaran
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3
Type of school	Primary
Religious character	
Number of pupils on roll	197
Pupils of statutory school age	143
Number in nursery classes	28
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>)	40.9%
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 11.1%</i>)	14.7%
Percentage of statutory school age pupils who speak Welsh at home	34.3%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2018

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Date of previous Estyn inspection (if applicable)	12/11/2017
Start date of inspection	10/02/2025

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

Conscientious leaders establish a positive ethos and culture for the school, which focuses on improving pupils' outcomes purposefully. This sensible vision, which supports the school's improvement practices, contributes to good behaviour and a willingness to learn among pupils. The work of leaders to strengthen the school's improvement systems, through regular and detailed evaluations, leads to effective processes to develop the school further.

Leaders review staff performance diligently and professional learning opportunities have a successful effect on pupils' well-being and learning. Governors challenge and support leaders wisely and focus on improving teaching and learning through a meaningful monitoring cycle. Leaders ensure an inclusive and interesting learning environment, which includes rich resources in all aspects of provision, to support pupils to immerse themselves in their learning.

On the whole, teaching sessions move at a pace that is suitable for learning. However, the quality of teachers' teaching and the challenge they provide for pupils is inconsistent across the school. On the whole, the feedback that teachers provide for pupils to improve their learning is appropriate.

Teachers plan an engaging curriculum, which focuses on developing all the pupils' skills as they move through the school. As a result, pupils' numeracy and digital skills develop strongly. Pupils' reading skills develop purposefully and they are confident English speakers. However, their spoken Welsh skills and extended writing skills in both languages do not develop successfully enough.

Staff and pupils foster close and loyal working relationships. They encourage pupils to work together and share ideas and feelings sensibly, which develops their loyalty and respect for others successfully. Pupils develop personal, social and creative skills valuably, which supports their cultural awareness and appreciation robustly.

Recommendations

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

- R1. Provide a challenge for all pupils by improving teaching and giving regular and effective feedback
- R2. Continue to improve pupils' attitudes to speaking Welsh
- R3. Improve pupils' extended writing skills

Recommendations

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

Main evaluation

Leaders undertake their roles diligently and conscientiously and create a culture that focuses on pupils' outcomes successfully. This intelligent vision leads to a positive ethos and an inclusive learning environment, which focuses directly on procedures to improve the school over time.

Leaders convey their ambitious vision clearly to staff and pupils. They identify improvements to foster well-being and develop pupils' learning as a starting point for the strategic direction. The vision is supported by a supportive learning environment, which promotes pupils' personal and social development beneficially. As a result, from various starting points, many pupils' progress in their skills across the school is sound. Most pupils are welcoming towards each other, staff and visitors. Many speak confidently about their learning experiences, particularly in English, and behave well.

Governors support and challenge the school's leadership effectively. Together with staff, they focus on improving the quality of the environment, provision and learning effectively. Governors take part in suitable activities within the regular monitoring cycle, which holds teachers to account sensibly for the effect of their work.

Leaders set high expectations and evaluate the school's strengths and areas for development thoroughly. They implement detailed and regular improvement processes that lead to sustained improvements over time. For example, recent developments include improving and developing pupils' digital skills across the school.

Leaders support staff's development skilfully. They provide professional learning opportunities for staff to address areas for improvement, such as implementing a curriculum that supports pupils to inquire curiously and improving pupils' attendance successfully. These opportunities have a positive effect on pupils' well-being and learning.

Leaders allocate roles and responsibilities skilfully to meet pupils' needs. They consider staff's well-being and workload carefully and develop productive relationships with parents, local schools, support agencies and the wider community. This includes events such as cooking sessions for pupils and opportunities for them to prepare lunch boxes and goods for their families and the wider community. These real-life activities promote pupils' understanding of the world of work and the needs of their local area. As a result, staff ensure that there are purposeful opportunities for pupils to have a good influence on school life, their *cynefin* (local area) and the wider world.

Many pupils make strong progress from their starting points, including those with additional learning needs (ALN) and those who are affected by poverty and disadvantage. Staff provide effective support for pupils with ALN. They use all the information that is available to them sensibly to ensure that transition arrangements between different stages within and beyond the school, together with other providers, enable pupils with ALN to take advantage of support effectively.

Many pupils have positive attitudes to their learning. The working relationships and respect between staff and pupils are a notable strength. Most pupils work well with their peers and many listen carefully to teachers and take pride in their work and progress. They ask relevant questions and make a good effort to contribute to class discussions. However, many pupils' attitudes to speaking Welsh are inconsistent across the school. Overall, they do not develop their vocabulary and sentence patterns effectively enough to communicate increasingly spontaneously in different contexts, for example when expressing their opinions and discussing their feelings. Most pupils are more confident and eloquent when communicating in English.

Teachers explain tasks clearly and encourage pupils to contribute thoughtfully to their learning. On the whole, teaching sessions progress learning at a suitable pace and the interesting activities include opportunities for pupils to inquire and investigate purposefully as an important part of the learning process. However, there are inconsistencies in the high expectations and effective practices of teachers, particularly when challenging pupils to achieve to the best of their ability. Teachers' feedback also does not identify the next steps in pupils' learning effectively enough. This means that pupils do not know what needs to be improved or how to achieve this effectively enough to support them to make consistent progress in their skills.

Where teaching is strong, teachers' skilful questioning deepens pupils' learning purposefully. Challenging discussions help pupils to recall previous knowledge purposefully to create appropriate links in their learning across the curriculum. For example, many pupils develop their reading skills effectively, such as researching interesting facts when comparing the features of different micro-vegetables. They are good readers who engage sensibly with texts and read with sensible expression.

Teachers and assistants create an engaging learning environment and stimulating areas, which include beneficial resources to support pupils to develop their writing skills. Pupils develop their writing skills appropriately for a variety of purposes in a good range of genres. Overall, they are beginning to improve their work by editing and resubmitting it appropriately. However, the standard of pupils' completed work in Welsh and English is not robust enough.

Teachers provide extensive opportunities for pupils to work together and share ideas to develop their mathematics skills, often in practical ways. As a result, many pupils acquire effective numeracy skills and use them purposefully in authentic activities. Most of the youngest pupils develop effective digital skills by controlling programmable toys and using educational learning programs independently. Older pupils follow instructions in detail while developing their coding skills when programming to control lights, for example. This equips pupils to present their work in a variety of ways, such as digital presentations on the lives of famous inventors and the differences between 3D shapes.

The curriculum provides good breadth and balance across all areas of the curriculum. Planning engaging activities provides rich learning experiences which, on the whole, build systematically on pupils' skills as they move through the school. Many pupils also develop an understanding of their local area, Wales and the wider world successfully. For example, on an educational trip, they research the history of Kidwelly castle and compare it to some of the other castles in Wales and study international themes meaningfully by celebrating different cultures.

Teachers and assistants provide robust support for pupils' personal and social development, by nurturing compassion, reflection and respect valuably. The curriculum supports pupils' creative development well; for example, local artists work with teachers to enrich pupils' creative skills successfully by creating jewellery and pottery.

Pupils' spiritual, moral, social and cultural awareness is promoted effectively. Across the school, pupils understand the benefits of growing and caring for produce in the school's allotments as an important aspect of sustainable living. They also value different beliefs and demonstrate tolerance and fair consideration of other pupils' views beneficially.

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/carers 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:

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