Dros ddysgwyr, dros Gymru
For learners, for Wales

A report on

Ysgol Gymraeg Rhys Prichard

Cilycwm Road
Llandovery
Carmarthenshire
SA20 0HY

Date of inspection: April 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Ysgol Gymraeg Rhys Prichard

Name of provider	Ysgol Gymraeg Rhys Prichard
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	212
Pupils of statutory school age	167
Number in nursery classes	16
Percentage of statutory school age 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 the primary sector is 21.7%)	8.6%
Percentage of statutory school age pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 9.2%)	4.2%
Percentage of pupils who speak Welsh at home	29.3%
Percentage of pupils with English as an additional language	4.8%
Lead partner in Initial teacher education	No
Date of headteacher appointment	03/09/2018

Date of previous Estyn inspection (if applicable)	23/09/2019
Start date of inspection	27/04/2026

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to 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 important part of the local community and leaders and staff work together effectively to foster pupils' pride in their school and their area. Under the headteacher's inspirational leadership, they promote the school's values successfully as a central part of its work. Pupils behave respectfully and politely towards each other and the staff. Most demonstrate positive attitudes to learning and value the experiences that are provided for them.

Staff provide an inclusive and welcoming environment that nurtures pupils' well-being and development well. Many pupils, including those with additional learning needs and those from low-income households, make consistent progress. Pupils' literacy skills develop robustly in Welsh and English, although they do not use the Welsh language naturally when talking to each other. Pupils' mathematics and digital skills develop well.

Staff foster positive working relationships with pupils and set high expectations for them. They question pupils well and give them effective oral feedback which supports learning. However, teachers do not always plan the provision effectively enough to challenge the more able pupils.

Staff plan the curriculum skilfully and offer a variety of interesting activities for pupils, which include opportunities for them to apply their skills in beneficial activities and real-life situations through the 'Profiadau Prichard' method. Good use of the outdoor environment supports learning successfully. However, staff do not provide opportunities to develop pupils' independence regularly enough. Beneficial opportunities for pupils to contribute to school life through committees develop their leadership skills effectively.

The governing body is hardworking and identifies the school's strengths and areas for improvement effectively. Staff benefit from professional learning opportunities and work with other schools to improve teaching and learning. Staff communicate with parents regularly, strengthening the link between the home and school regularly.

Recommendations

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

R1 Improve pupils' Welsh speaking skills

R2 Provide challenge for pupils regularly and support them to develop as independent learners

What happens next

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

Main evaluation

The school is a core part of the local area and leaders and staff work together highly effectively to foster pupils' pride in their community. Through the headteacher's inspirational leadership, the school's values are promoted successfully among pupils and partners. This supports positive behaviour among pupils and they treat each other and staff with courtesy and respect. Most demonstrate positive attitudes to learning and appreciate the valuable experiences that are planned for them.

One of the school's notable qualities is that staff provide a welcoming and inclusive learning environment that supports pupils' well-being and learning successfully. As a result, many pupils, including those with additional learning needs (ALN) and those from low-income households, make consistent progress in a good range of skills. Many pupils' literacy skills develop robustly in Welsh and English. By the end of pupils' time at the school, many read and interpret a variety of texts effectively and develop their knowledge of language to write at length skilfully. However, pupils do not speak Welsh spontaneously with their peers during learning and play. This hinders their confidence when communicating and slows their linguistic development.

All staff have positive working relationships with pupils. They identify their well-being needs skilfully and respond well to their interests and learning. They have high expectations of pupils and support them to progress in their learning. Staff use skilful questioning methods and oral feedback which encourage pupils to respond at length to improve their skills, deepen their knowledge and expand their understanding of the learning themes. However, provision for a very few more able pupils is not always challenging enough.

Staff work together diligently to plan a curriculum that provides a good range of activities to support many pupils to improve their skills over time, including their mathematics and digital skills. Through beneficial activities and the 'Profiadau Prichard' method, they take advantage of relevant opportunities for pupils to apply their skills in real-life contexts in the local area and beyond. As part of provision, staff take full advantage of the outdoor learning environment and resources to enrich pupils' learning experiences, for example by continuing to develop pupils' various physical skills in swimming lessons at the pool which is on the school's site. However, teachers do not plan purposeful opportunities for pupils

to develop their independent learning skills regularly enough. In general, staff over-direct pupils, which limits their ability to make decisions about what they would like to learn and how to present their work. On the whole, across the school, the presentation of the majority of pupils' work is appropriate.

Staff provide beneficial experiences for pupils to expand their knowledge and understanding of different religions and morals through valuable experiences, which include inviting visitors to conduct collective worship sessions at the school and organising educational visits to the local area. Through a range of relevant experiences, most pupils develop their creative skills successfully and take part in a rich variety of activities. This supports pupils to become happy, respectful and confident citizens.

Provision for fostering pupils' well-being is a strength, with staff offering supportive care and a range of beneficial support programmes to support pupils to engage positively with their learning. Provision to support pupils with ALN, along with pupils from low-income households, is comprehensive and co-ordinated extremely effectively. Staff respond successfully to pupils' needs and work in partnership with external agencies purposefully to provide beneficial support. As a result, pupils make sound progress in relation to their individual targets and their starting points. Staff support pupils to identify the next steps in their learning on entry and as they transition effectively to secondary school.

Through pupil's voice committees, pupils develop robust leadership skills. Members take responsibility for planning and organising activities across the school and make valuable contributions in implementing the development objectives of these committees. This supports pupils' well-being and learning beneficially, which includes the work of members of the school council to establish a 'Hafan Heddwch' on the playground to ensure a quiet place for pupils to socialise and reflect.

The governing body has a clear understanding of the school's strengths and areas for development and they challenge and support leaders skilfully as part of the self-evaluation process. Their commitment to these processes is extremely valuable and monitoring findings are embedded effectively in the school's development priorities. Through this, aspects such as pupils' standards of reading and writing have strengthened over time.

Staff are given purposeful professional learning opportunities that support their personal development and the school's priorities. By working together internally as part of the triad method and holding professional conversations with staff from local schools, they are given an opportunity to share and emulate effective teaching and learning practices. This leads them to reflect and refine planning and adapt provision further to engage and maintain pupils' interest in their work and support them to make progress in their skills across the areas of learning.

Staff have strong relationships with the school's families. Leaders produce 'Post Prichard', which informs parents about important issues such as the school's priorities, strategies to raise attendance and key dates. This strengthens the link between the home and school and has a positive effect on pupils' enjoyment of the school's activities, such as when practising their performing and sporting talents.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances 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 and pupil questionnaires and consider the views of teachers and the governing body 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 and middle leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read 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 classes, including learning support groups 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 and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- 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 makes references 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 (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.

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