



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

A report on

Ysgol Bro Teifi

**Llandysul
Ceredigion
SA44 4JL**

Date of inspection: November 2024

by

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

This report is also available in Welsh.

About Ysgol Bro Teifi

Name of provider	Ysgol Bro Teifi
Local authority	Ceredigion County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Primary – Welsh, Secondary: 3P – Designated Welsh-medium
Type of school	All age school
Religious character	*
Number of pupils on roll	877
Pupils of statutory school age	697
Number in the sixth form	76
Number in nursery classes	53
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 all-age sector is 20.2%)</i>	15.1%
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 all-age sector is 8.6%)</i>	6.3%
Percentage of statutory school age pupils who speak Welsh at home	69.7%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/05/2024
Date of previous Estyn inspection (if applicable)	04/02/2019
Start date of inspection	11/11/2024

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

Staff and pupils at Ysgol Bro Teifi work together closely to create a familial environment and maintain an inclusive and caring ethos. Staff know their pupils very well and ensure that everything they need in terms of care and support is available freely. From foundation learning to the sixth form, pupils realise the school motto, '*Oni heuir, ni fedir*', successfully, taking advantage of opportunities to develop as responsible, respectful and kind citizens. In general, many pupils make suitable progress over time considering their age and ability.

Most pupils behave well in their lessons and around the school. They treat each other and staff with respect and are warm and welcoming towards visitors. Nearly all sixth-form pupils demonstrate particularly positive attitudes. Provision for supporting pupils with additional learning needs (ALN) is a strength. As a result, most pupils with ALN make strong progress against their targets.

The additional provision in the '*Hafan*', '*Clwb Cwtsh*' and '*Clwb yr Enfys*' centres make a very valuable contribution to the care and support that pupils need. This ensures that those pupils attend school regularly and benefit from a wide range of experiences at school. The attendance of primary age pupils is strong and increasing. However, the attendance of secondary age pupils has fallen recently to a level below the national average and the corresponding figures at similar schools.

Most teachers maintain a positive working relationship with pupils. Many teachers plan a good range of lessons and interesting learning experiences that build successfully on pupils' skills and knowledge. This ensures that pupils commit fully to their learning and apply their skills regularly. However, provision to develop pupils' skills progressively has not been co-ordinated carefully enough across the curriculum.

The headteacher works diligently to create a strong sense of teamwork and he conveys his vision successfully. He is a passionate leader who wants to ensure that pupils receive the best quality education which is based firmly on shared core values. He sets and conveys high expectations to the whole school community and is supported valuably by the rest of the senior leadership team. Leaders have an appropriate knowledge of the school's strengths and areas for improvement as a result of beneficial self-evaluation activity. However, they do not always focus firmly enough on evaluating the effect of provision on pupils' standards and progress in their skills over time.

Recommendations

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

- R1 Ensure cohesive provision to develop pupils' literacy, numeracy and digital skills increasingly
- R2 Improve the attendance of secondary age pupils
- R3 Sharpen self-evaluation activities to focus better on the effect of provision on pupils' standards

What happens next

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

Main findings

Teaching and learning

Most pupils across the school behave well and are respectful and polite towards adults and their peers. They arrive punctually for their lessons, settle quickly and are ready to work. From the foundation learning classes upwards, many show enthusiasm for their learning and concentrate well for appropriate periods. Many pupils show respect and pride in their work and present their work in an orderly manner in their books. In general, many pupils make suitable progress considering their age and ability. In a few cases where teaching is strong, they make progress that is notably higher than expected for their age and ability. In the few cases where teaching is less effective, they make limited progress.

Nearly all pupils in the sixth form demonstrate extremely positive and mature attitudes towards their learning and school life. They recall previous work well and apply it to new work, by responding and contributing eloquently in class.

Most teachers maintain a positive working relationship with pupils which makes a valuable contribution to the school's inclusive and caring ethos. In most sessions, teachers have sound subject knowledge. Teachers in the youngest pupils' classes use practical methods effectively, which ensures beneficial opportunities for pupils to discover and learn for themselves. As a result, many of these pupils take responsibility for their learning appropriately and contribute towards choosing what they would like to learn. Across the school, most teachers nurture pupils' oral skills successfully by using correct terminology and vocabulary to promote the Welsh language and support pupils. They also give measured and clear instructions that enable pupils to complete tasks successfully. These teachers use purposeful

questions to help pupils recall their previous knowledge. When appropriate, they walk around the classroom to check learning and challenge and support pupils effectively.

Many teachers plan a good range of lessons and interesting learning experiences that build successfully on pupils' skills and knowledge. This ensures that pupils commit fully to their learning and apply their skills consistently. In these lessons, teachers use a good range of visual and audio resources to prompt discussions effectively and to spark pupils' interest and imagination. They ensure that the pace of the lesson is suitable for learning and adapt provision successfully to meet the needs of all pupils.

In the few lessons where pupils make very strong progress, teachers plan skilfully to stimulate pupils and develop their skills and understanding very effectively. They have very high expectations in terms of pupils' achievement and ask them probing questions to extend their understanding and thinking skills extremely successfully. They also use pupils' interests and previous experiences skilfully to encourage them to give of their best. These teachers review pupils' progress regularly throughout the lessons and share good examples to support them in adapting their work to a high standard.

In the few less effective lessons, pupils make more limited progress. Often in these lessons, teachers do not plan suitable opportunities for pupils to play a full role in their learning, which limits their ability to work independently. They do not always plan purposefully enough to stretch all pupils to the best of their ability and engage their interest. They tend to over-direct learning and do not question pupils purposefully enough to extend their responses. Often, teachers in these lessons do not set high enough expectations in terms of pupils' achievement.

In general, many teachers provide pupils with beneficial and relevant oral feedback. This supports them to improve their work and develop learning on the spot successfully. In the best practices, teachers provide pupils with effective written feedback which enables them to enrich the content and quality of their written work. Spelling and grammatical errors are addressed beneficially by using a common marking code. However, written comments are not always specific, timely or incisive enough to guide pupils to improve their work.

Leaders have developed a curriculum that provides a range of rich learning experiences for their pupils across the age range. These various experiences support pupils' Welsh cultural awareness within learning sessions as well as in a suitable programme of extra-curricular activities. The school works effectively with a suitable range of partners in the local area to realise its vision of the curriculum.

The school has a firm vision of ensuring a safe and supportive environment that allows its pupils to develop as healthy and confident individuals who will be ready to be valuable members of their society. This is highlighted effectively in the learning experiences from which pupils from foundation learning to Year 13 benefit greatly.

Spotlight – providing a reflective and purposeful Health and Well-being curriculum

Health and Well-being provision offers valuable opportunities for pupils to influence their learning effectively. Leaders evaluate the wide range of information available thoroughly to ensure a Health and Well-being curriculum that is reflective, timely and belongs to Ysgol Bro Teifi. A comprehensive programme of various activities is presented in an age-appropriate manner. External agencies are used purposefully and in a timely manner and internal sessions are delivered on issues that arise, such as crime, mental health and healthy relationships. This ensures that pupils' awareness of respectful behaviour, mental well-being and how to make wise choices is nurtured purposefully.

In general, there is a range of suitable opportunities for pupils to develop and apply their skills. On the whole, provision to develop pupils' literacy, numeracy and digital skills is not planned cohesively or purposefully enough to support pupils to make consistent progress over time.

Most primary-age pupils listen well to the teacher and follow instructions promptly. They contribute to discussions sensibly and purposefully and reflect on their learning well, offering comments and answers skilfully. By Year 6, they are confident speakers who use a good range of vocabulary, correct syntax and the natural dialect of the area. Most pupils who are new to the Welsh language make strong progress in their oral skills. Many secondary-age pupils listen attentively to the teacher and the contributions of their peers. Many speak maturely and use rich Welsh in formal and informal situations. A majority of the oldest pupils express their opinions clearly by using suitable reasons, and a few do this very effectively.

Most primary-age pupils show enthusiasm towards reading and are willing to discuss texts, by expressing opinions appropriately. As their reading skills develop, they apply them successfully to gather and interpret various texts. Many Year 6 pupils read fluently and with good expression in both languages. Many secondary-age pupils use their reading skills appropriately in both languages to gather information and identify facts. When they are given an opportunity to do so, they read aloud confidently. A few pupils draw effective conclusions by reading the meaning implied in the text successfully. There are few purposeful opportunities for pupils to develop higher-order reading skills outside language lessons. This has not been planned strategically enough to ensure that there are suitable opportunities over time and across the curriculum.

The early writing skills of most foundation learning pupils develop soundly. From an early age, pupils develop their fine motor skills effectively by making marks in a variety of ways. As pupils' skills develop, they write persuasive texts effectively and engaging reviews of books they have read. By the end of the primary age, many write soundly in a good range of different genres. Most pupils apply their skills with increasing confidence, using a wide range of vocabulary and correct grammar. When they are given an opportunity to do so, many secondary-age pupils write at length successfully. They organise their work into sensible paragraphs and write coherently in Welsh. A majority of pupils write at length confidently in English. However, a few make careless mistakes in their work in both languages through spelling errors, clumsy phrasing and incorrect syntax.

Across the school and over time, many pupils develop their numeracy skills soundly. From an early age, they acquire purposeful numeracy skills. As pupils' skills mature, they develop an increasing understanding of place value and make good use of the four number rules. By Key Stage 4, many pupils have developed their numeracy skills well. In subjects outside mathematics, many apply their skills appropriately to new contexts in their food technology, science and geography lessons. However, opportunities to develop numeracy skills are not planned purposefully and coherently enough across the curriculum.

Most pupils develop their digital skills successfully as a result of valuable opportunities across the school. Most Year 2 pupils direct a programmable toy successfully, for example to move it to a choice of suitable materials to make a blanket for a hedgehog in their work on hibernating animals. Year 6 pupils use their digital skills to record and analyse the surnames of passengers on the Mimosa on a spreadsheet. Secondary-age pupils develop digital skills confidently by producing drama performances in a video and creating very professional magazines and advertisements. In general, most pupils understand how to stay safe online.

Many pupils' physical skills develop soundly across the age range. The youngest pupils participate actively in activities such as dance and yoga sessions, which increase their awareness of the importance of physical exercise. Many secondary age pupils are enthusiastic about the physical activity provided, including in physical education lessons, use of the fitness room and other sports practices. Many pupils are given good opportunities to develop their creative skills across the school.

Well-being, care, support and guidance

Staff and pupils work closely together to maintain a caring ethos and a familial environment at the school where pupils' well-being is at the top of everyone's priorities. Most pupils treat each other and staff with respect and are warm and welcoming when talking to visitors. The sense of belonging and pride in their school is evident among pupils.

Leaders have detailed knowledge of pupils' needs and use it skilfully to monitor their well-being on a day-to-day basis. As a result, pupils have timely and unimpeded access to well-being care.

Staff at the '*Hafan*' provide very valuable care for pupils who need emotional support in a quiet and safe space. Here, pupils are able to talk to the caring staff and there is an opportunity for them to receive help with any work that is causing them concern. Provision in the '*Clwb Cwtsh*' and '*Clwb yr Enfys*' is key to fostering the social skills of pupils with some of the most profound needs to support them to transition gradually to mainstream lessons. Pastoral leaders work tirelessly with a number of external partners to support pupils' well-being needs.

Leaders, with input from stakeholders, have recently refined the behaviour policy. The procedures have a positive effect on the behaviour of the very few secondary pupils who experience difficulties in managing their behaviour. '*Y Groesffordd*' is a dedicated location for pupils to receive support in regulating their behaviour and preparing them to return to their lessons. Through the whole-school vision and core values, staff promote and reward good behaviour effectively.

The school has very robust arrangements for monitoring and tracking attendance and punctuality. The attendance of primary-age pupils has improved increasingly over time since the pandemic. So far this year, attendance levels across the ages compare better than the same period in 2023-2024. However, there was a decline in the attendance levels of secondary-age pupils in 2023-2024 to a level below the national average and the corresponding figures in similar schools.

Through a variety of opportunities, the school provides the school's older pupils with strong careers advice and employment education as they make important decisions about their future. Guidance to support Year 9 pupils and sixth-form pupils to choose their learning pathways is sound. Well-being transition arrangements are effective as pupils transfer to the nursery class and from Year 6 to Year 7.

The school has transitioned to the requirements of the Additional Learning Needs and Educational Tribunal (Wales) Act in a timely manner. Pupils with ALN benefit from strong provision and a nurturing environment. The ALN co-ordinator identifies pupils' specific needs at an early stage and assesses needs as required before providing them with purposeful support. A dedicated team of staff provides a comprehensive programme of support. As a result, most pupils make sound progress against their targets.

The school Senedd is hardworking and meets regularly to inform decisions about the future of the school. There are useful forums, such as the Equality and Well-being Forum, which works beneficially to promote the well-being of pupils across the school. A majority of sixth-form pupils develop their leadership skills appropriately by co-ordinating the forums and the Senedd.

Leading and improving

Since being appointed, the new headteacher has worked tirelessly to create a strong sense of teamwork and to communicate his vision. He is a passionate leader who wants to ensure that the pupils of Ysgol Bro Teifi receive the best quality education based firmly on shared core values. He sets and conveys high expectations for the whole school community. As pupils develop progressively from foundation learning to the sixth form, they realise the school motto, '*Oni heuir, ni fedir*', successfully and develop as responsible, respectful and kind citizens.

The headteacher has restructured the responsibilities of senior and middle leaders sensibly to place a firm focus on realising his vision and the priorities in the school development plan. The leadership team work closely together to fulfil their duties. They are committed to the changes that have been made and work diligently to develop provision in their areas of responsibility.

Leaders and staff plan purposefully to meet a number of local and national priorities; for example, staff promote the Welsh language and Welshness extremely successfully. They develop pupils' pride in their language, identity and heritage skilfully. They have also developed rich learning experiences that reflect the principles of Curriculum for Wales successfully for the school's younger pupils. However, co-ordinated planning to develop pupils' literacy, numeracy and digital skills increasingly across the school is less well developed.

The headteacher has adapted and strengthened the school's structures sensibly to increase accountability and support and develop the work of middle leaders. Regular line management meetings provide beneficial opportunities for leaders to discuss important issues. As a result, middle leaders develop an increasing understanding of their roles.

The school has a clear calendar of purposeful quality assurance activities. Senior leaders analyse a wide range of first-hand evidence, including holding useful, whole-school 'book scrutiny fairs' and lesson visits. Overall, many middle leaders have suitable knowledge of the strengths and areas for improvement in their areas of responsibility. Although there are opportunities for them to contribute beneficially to some quality assurance activities, they do not always focus firmly enough on evaluating the effect of provision on pupils' standards and progress in their skills over time. As a result, planning to ensure improvements in these cases is not cohesive or systematic enough.

Governors are passionate about the success of the school and its importance within the community. They fulfil their role as critical friends appropriately and challenge leaders on a number of important areas. Leaders have firm plans to reduce the impact of poverty on pupils and their families. For example, they have adapted the school uniform policy to reduce the cost to families and contribute to the costs of educational visits.

Over time, leadership has had a positive effect on important aspects of the school's work, such as developing provision for well-being and behaviour support. However, leadership has not had the same positive effect on improving attendance for secondary-age pupils.

The school has suitable performance management arrangements. Staff objectives link appropriately with the school's priorities and professional learning opportunities. Staff benefit from a wide range of professional learning opportunities, including valuable pedagogical sessions to develop their understanding of useful strategies and share good practice. There are also beneficial opportunities to network with other schools and attend specific courses.

In response to parents' views, the headteacher has strengthened communication arrangements. Messages are shared purposefully through the school's digital platforms, and the attractive 'Dolen' newsletter provides useful information about pupils' learning and successes.

Additional information

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

The school's arrangements for the safety 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

This and other Estyn publications are available on our website:

<http://www.estyn.gov.wales/>

This document has been translated by Trosol (Welsh to English).