

**A report on**  
**Ysgol Gynradd Aberteifi**

**Napier Street  
Cardigan  
Ceredigion  
SA43 1EH**

**Date of inspection: March 2025**

**by**

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

**This report is also available in Welsh**

## About Ysgol Gynradd Aberteifi

Name of provider	Ysgol Gynradd Aberteifi
Local authority	Ceredigion 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	399
Pupils of statutory school age	319
Number in nursery classes	44
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>	28.9%
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>	11.9%
Percentage of statutory school age pupils who speak Welsh at home	5.0%
Percentage of pupils with English as an additional language	6.0%
Date of headteacher appointment	01/09/2015
Date of previous Estyn inspection (if applicable)	

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Start date of inspection	03/03/2025
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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](https://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 a welcoming community that is an important part of its community. Pupils feel happy and safe there, knowing that there are always adults they can talk to if they have any concerns. All staff have high expectations in terms of behaviour. As a result, most pupils behave well at school.

The headteacher and other leaders lead the school effectively. On the whole, leaders identify appropriately which aspects of the school's work need to be improved and the steps that are needed to achieve this. They respond well to the views of staff, parents and pupils and this contributes successfully to the inclusive atmosphere that exists between the school and the wider community.

All staff work together successfully to provide the pupils with an interesting curriculum which includes learning about their community and its local history and culture. Most pupils develop knowledge, understanding and skills that are appropriate to their ages and starting points successfully. For example, they develop their reading skilfully, and research for information effectively. However, there are not enough opportunities for pupils to write at length and independently in their work across the curriculum.

Teachers work diligently to ensure that most activities engage pupils' interest, offering them useful feedback and support, where relevant. However, the learning activities do not always offer opportunities for pupils to make independent decisions about their learning.

Staff have a positive relationship with parents. Leaders have built a successful working relationship between the home and the school. Governors are aware of when to support the school and when to challenge it, and they have a sound understanding of the effect of the school's day-to-day work on pupils' wellbeing and learning.

## Recommendations

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

- R1. Extend the opportunities for pupils to develop their writing skills in their work across the curriculum
- R2. Provide opportunities for pupils to make independent choices about their learning

## What happens next

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

## Main evaluation

Ysgol Gynradd Aberteifi is a welcoming, happy and caring community. The headteacher works extremely effectively with staff, governors and pupils to ensure a safe and inclusive environment where pupils feel valued and supported. Staff develop positive relationships with pupils and foster a strong sense of community across the school. They have high expectations and they communicate them clearly. As a result, most pupils feel safe, enjoy their learning and behave well.

Leaders prioritise staff's well-being and workload wisely. As a result, staff feel supported and valued. There is a strong sense of teamwork across the school. A notable example of this is the way in which staff work together to identify the needs of individual pupils. They know the pupils extremely well and provide timely and appropriate support which has a very positive effect on their learning and wellbeing. The arrangements for identifying and responding to the needs of pupils with additional learning needs (ALN) are innovative. Staff provide comprehensive support to support pupils with ALN, including promoting wellbeing and managing emotions. They include pupils, parents, and the views of external agencies effectively to plan the support and evaluate its effect. Over time, most pupils, including those with ALN and pupils that are affected adversely by poverty and disadvantage, make successful progress in developing their skills from their starting points.

Across the school, staff model language effectively. Staff in the foundation learning classes are thorough in their approach to supporting pupils' early language needs. The school builds on this work successfully as pupils get older. By Year 6, many pupils speak confidently and develop a valuable range of vocabulary and use it skilfully in a variety of contexts. Teachers plan purposefully for the development of pupils' expressive and creative skills. For example, pupils learn about the history and journey of the River Teifi and collaborate with a local theatre company to create a skilful puppet show and perform the production to the community.

Recent work to improve pupils' reading skills is having a positive effect. The early reading skills of most of the youngest pupils are developing appropriately, providing a strong foundation for further development. Most older pupils read with accuracy, confidence and enthusiasm. In general, they use their reading skills skilfully to research and acquire information from a range of various sources. At the top of the school, the most confident readers read with robust expression and interpret texts effectively. For example, they discuss their favourite literary forms maturely, referring to authors such as T. Llew Jones and explaining their fondness for characters in novels.

Most pupils show strong progress in understanding key mathematical concepts. By Year 6, pupils use numeracy skills confidently and apply them in real-life contexts. On the whole, teachers plan purposeful opportunities for pupils to apply their literacy, numeracy and digital skills in their work across the curriculum. However, the opportunity for pupils to apply their writing skills is not consistent enough across the school.

Teachers work together purposefully to provide a broad and balanced curriculum that is rooted in the local area. Pupils are provided with beneficial opportunities to learn about their area, their Welsh identity and the wider world. This in turn prepares them to be conscientious and informed citizens. Staff support pupils' spiritual, moral, social and cultural awareness successfully. As a result, most pupils consider the views and values of others and develop a sound understanding of individuals who are different from them.

Teaching is robust across the school. Teachers share the learning objectives and question the pupils purposefully. This builds on their previous learning beneficially and extends their knowledge and understanding of different contexts further. As a result, most pupils show positive attitudes and enjoy learning. However, at times, over-direction of learning limits opportunities for pupils to make independent decisions.

The productive relationship that exists between the school, the community and parents is an obvious strength. Staff work diligently to ensure that parents receive regular information about their children's progress. They obtain the views of parents regularly, and use the information purposefully to make improvements to provision.

### **Snapshot: The central role of the school within the community and collaboration with community partnerships**

The school is an integral part of the community of Cardigan. It offers a rich range of opportunities to support and engage families. It works with the local college to raise pupils' and parents' awareness of opportunities in the world of work and provide opportunities for parents to learn Welsh with their children. Through these efforts and an ambition to strengthen this provision further, the school becomes a vital focal point, offering practical support and fostering a sense of belonging for all.

Leaders have a sound understanding of the school's strengths and areas for development. Staff make effective use of evidence to develop teaching methods and enrich experiences. The governing body is supportive of the school's work. They know the school and the community it serves well. Overall, governors' knowledge of the school's performance is appropriate and they use this information to challenge leaders skilfully about pupils' progress.

Leaders manage the performance and development of all staff successfully. The school provides a rich range of professional development for staff which, in turn, improves provision. Recent examples include beneficial training to raise staff's awareness of the effect of trauma on pupils. As a result, staff across the school provide highly effective support to support the wellbeing of all pupils in the school.

The school manages its resources wisely. Leaders use grants innovatively such as the pupil development grant to ensure that there are appropriate staffing levels that focus on pupils' needs. For example, the school's leaders use the grant skilfully to offer the valuable provision of Hafan Teifi and Twts Teifi to support pupils' wellbeing and learning needs.

### **Additional information**

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

The school's arrangements for the 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, 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 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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**This document has been translated by Trosol (Welsh to English).**