

**A report on**  
**Ysgol Gynradd Wirfoddol Myfenydd**

**Llanrhystud  
Aberystwyth  
Ceredigion  
SY23 5DW**

**Date of inspection: June 2025**

**by**

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

**This report is also available in Welsh**

## About Ysgol Gynradd Wirfoddol Myfenydd

Name of provider	Ysgol Gynradd Wirfoddol Myfenydd
Local authority	Ceredigion County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3
Type of school	Primary
Religious character	Church in Wales Voluntary Controlled
Number of pupils on roll	84
Pupils of statutory school age	66
Number in nursery classes	5
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> )	12.6%
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> )	15.2%
Percentage of statutory school age pupils who speak Welsh at home	34.8%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	July 1995

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Date of previous Estyn inspection (if applicable)	January 2018
Start date of inspection	30/06/2025

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](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

Ysgol Gynradd Wirfoddol Myfenydd prioritises pupils' wellbeing successfully. With the support of the school community, the headteacher's vision focuses on ensuring that all pupils make sound progress. The school develops partnerships successfully and provides valuable opportunities for parents to contribute to pupils' learning experiences.

The curriculum promotes pupils' appreciation of their 'cynefin', or local area, and offers a variety of activities to motivate and inspire them. Pupils contribute effectively to developing the provision and have good listening skills. Most pupils apply their numeracy, digital and writing skills successfully in a variety of contexts. However, the support that is available to develop the pupils into confident Welsh communicators is inconsistent, and the opportunities to develop their reading skills are not purposeful enough.

Teachers have a thorough understanding of each pupil's needs well and use their expertise to support their learning effectively. Staff cooperate productively with a wide range of partners to support the wellbeing and progress of each pupil. However, there are few opportunities for pupils to develop their independence and to make decisions about the content and direction of their learning.

Teachers maintain the momentum of learning effectively, monitor pupils' progress shrewdly and provide appropriate oral guidance and feedback that helps pupils improve their work. However, there are few opportunities for pupils to reflect deeply on their work and improve the standard of extended work.

Promoting close cooperation between leaders and teachers in self-evaluation and improvement planning ensures that the school develops purposefully.

## Recommendations

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

- R1 Improve pupils' oral and reading skills in Welsh
- R2 Reduce the use of ready-made frameworks and provide purposeful opportunities for pupils to develop into more independent learners
- R3 Improve opportunities for pupils to respond to feedback in order to make progress in their learning

## What happens next

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

## Main evaluation

Ysgol Gynradd Wirfoddol Myfenydd is a caring and inclusive community which provides effective support for pupils' wellbeing. The headteacher's vision of providing all pupils with the conditions and opportunities to make sound progress is reflected effectively in the school's motto, 'Gorau Dysg i Herio'r Dydd a Fynnwn i Fyfenydd', and owned successfully by the school's stakeholders.

The school establishes partnerships successfully and benefits from its relationships with nearby schools and the surrounding community. The friendly staff encourage parents to engage with pupils' learning experiences successfully. There are appropriate opportunities for parents to receive information about pupils' progress and to contribute to the school's thematic provision. The school plans beneficial opportunities for pupils to take advantage of the specialisms of members of the community and cooperate with local businesses. As a result, the school has a community and cooperative ethos with a focus on enriching experiences and supporting pupils' learning.

Staff deliver a curriculum that develops pupils' spiritual and moral awareness successfully. They promote values such as respect, empathy and diversity effectively and provide beneficial opportunities for pupils to reflect in collective worship services. As a result, most pupils are polite and friendly and keen to help each other in lessons and during break

times. The attitude of most towards school life and work is commendable. They concentrate effectively for appropriate periods and discuss learning tasks and experiences enthusiastically.

The curriculum has been planned thoughtfully to foster pupils' appreciation of their local area. Teachers have a sound understanding of the areas of learning and experience and they provide a range of imaginative and original activities that promote the development of skills. Purposeful opportunities for pupils to feed ideas and steer the direction of curricular provision contribute effectively to ensuring the commitment of almost everyone. Most pupils acquire sound listening skills early in their time at the school. Across the school, they listen and follow adults' instructions obediently and are considerate of their peers' contributions. Many of the youngest pupils develop simple vocabulary and language patterns quickly, which enable them to converse purposefully. As they move through the school, they expand on this vocabulary and develop a good awareness of tone and audience in expressing themselves. However, staff's expectations of linguistic accuracy are not consistent and high enough when pupils communicate in Welsh, to support them to develop into confident speakers.

Many pupils' reading skills develop appropriately in both Welsh and English. The youngest pupils develop their phonic understanding successfully and use a range of strategies to read familiar and unfamiliar words. As they move through the school, many develop skills that are suitable for their age and ability. However, the opportunities for pupils to apply their reading skills are not purposeful enough to develop skilful, independent readers. As a result, pupils do not always have full access to their learning across the curriculum, especially in Welsh.

Most pupils' writing skills develop robustly. The youngest pupils develop quickly from experimenting with marks to forming basic letters and words clearly and accurately. As they move towards the top of the school, most demonstrate a sound understanding of purpose, audience and form when writing, and apply their skills in both languages in their work across the curriculum. There are good opportunities for pupils to develop their understanding of various mathematical concepts and to grow confident in the use of a wide range of digital programmes. Teachers plan purposefully to develop pupils' numeracy and digital skills in stimulating and practical contexts. As a result, by the end of their time at the school, most pupils apply these skills effectively in their work across the curriculum.

Staff use their thorough knowledge of individual pupils' needs and a sound understanding of a range of purposeful teaching styles to support learning successfully. The school has

effective arrangements for co-ordinating provision for pupils with specific needs. Staff work purposefully with parents and other partners to develop provision that meets the needs of almost all pupils beneficially. As a result, most pupils, including those with additional learning needs and those affected by other barriers to learning, make sound progress.

Overall, teachers manage the pace of learning successfully and, as a result, most pupils maintain their interest and commitment to their activities. Teachers observe pupils' understanding and progress shrewdly in learning sessions and intervene and offer guidance purposefully. Staff offer appropriate oral feedback which encourages pupils to improve the quality of their work. As they move through the school, many pupils respond appropriately to teachers' marking in correcting minor errors such as misspellings, punctuation mistakes and miscalculations. However, there are few opportunities for pupils to think deeply about the quality of their work and raise the standards of extended work.

Pupils are supported purposefully to persevere and seek solutions of their own before asking adults for help, for example by using the 'three before me' strategy. However, across the school, there is not enough emphasis on providing opportunities for pupils to develop their independence. Staff tend to over-lead pupils when delivering tasks and an over-reliance on ready-made frameworks limits opportunities for them to make decisions about their learning.

Staff pay effective attention to the indoor and outdoor learning environment. They make good use of the space available within the building to present attractive displays that provide effective scaffolding to support learning and celebrate pupils' achievements. Extensive outdoor teaching areas provide valuable opportunities for pupils to develop their physical skills successfully.

The school's self-evaluation and improvement planning processes are robust. Governors and teachers work together effectively to scrutinise evidence, conduct learning walks and discuss pupils' work. They share detailed information and share useful recommendations to monitor subsequently. As a result, governors and teachers have a thorough understanding of the areas for development and contribute effectively to the school's strategic direction.

All members of the teaching staff receive valuable professional learning opportunities that support their professional aspirations and align successfully with the school's development needs. Robust arrangements are in place to ensure that staff members

cascade the main messages of professional learning activities and place relevant actions into the school's context. The headteacher is very caring of the school's staff and promotes effective teamwork as a means of safeguarding well-being and, as a result, ensuring the best outcomes for pupils. Teaching staff support each other effectively in their responsibilities as leaders of areas of learning and experience. They plan jointly, share ideas and experiences successfully and, as a result, provide thoughtfully for pupils' wellbeing and progress.

### **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).**