

**A report on**

**Ysgol Llanfihangel-y-Creuddyn**

**Llanfihangel-y-Creuddyn  
Aberystwyth  
Ceredigion  
SY23 4LA**

**Date of inspection: October 2025**

**by**

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

**This report is also available in Welsh**

## About Ysgol Llanfihangel-y-Creuddyn

Name of provider	Ysgol Llanfihangel-y-Creuddyn
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	16
Pupils of statutory school age	14
Number in nursery classes	
Percentage of 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 22.9%)	*
Percentage of 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 11.1%)	*
Percentage of pupils who speak Welsh at home	71.4%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	December 2002

A report on Ysgol Llanfihangel-y-Creuddyn  
October 2025

Date of previous Estyn inspection (if applicable)	17/01/2017
Start date of inspection	20/10/2025

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](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 Llanfihangel y Creuddyn is a caring and inclusive school where all pupils feel happy and safe. Under the headteacher's robust leadership, there is a clear ethos of cooperation and a culture in which 'happy children are happy learners'. The relationship between staff and pupils is strong and based on respect and care, which contributes well to their wellbeing and positive attitudes towards learning. The personal care and support for all pupils is effective.

Teachers provide a broad and balanced curriculum that is rooted in the local community. The learning experiences help pupils to develop a strong sense of Welsh identity and an awareness of the wider world. They learn to appreciate differences, show kindness and consider the views of others.

Teachers use a range of methods to engage and maintain pupils' interest and to encourage them to think more independently. This is beginning to develop, although the provision does not provide enough opportunities to foster pupils' independent learning skills consistently enough. Teachers use effective questioning methods to deepen pupils' understanding and knowledge and they provide clear and timely feedback that helps them to understand how to improve their work. As a result, almost all pupils make sound progress from their starting points.

Staff place particular emphasis on the Welsh language, and pupils develop reading skills successfully and speak with their peers confidently in Welsh. They use their literacy and numeracy skills skilfully across the areas of learning, and show creativity in writing and in solving mathematical problems. Digital, arts and performance opportunities support the successful development of their wider skills.

Leaders foster a strong relationship with parents and the local community, ensuring that parents are involved in the school's life and are aware of their children's progress. Governors are committed and understand the school's strengths and areas for development well. Jointly with the headteacher and staff, they focus on improving the learning experiences and environment for all pupils effectively.

## Recommendations

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

R1. Strengthen opportunities for pupils to develop their independent learning skills

## What happens next

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

## Main evaluation

The school is a caring and welcoming community. Under the headteacher's innovative leadership, staff have high aspirations and work together skilfully to create an inclusive environment to foster pupils' wellbeing and develop pupils' learning. Staff convey the school's motto successfully in all aspects of school life, 'happy children, happy learners'. As a result, pupils feel happy and safe at school.

Staff build extremely effective relationships with pupils. They know the pupils well and understand their individual wellbeing and learning needs clearly. This is a notable strength of the provision and supports pupils to develop their social and emotional skills effectively. As a result, pupils are respectful and courteous, and they show tender care for each other.

### **Spotlight: Developing robust relationships between pupils across the school**

A notable strength of the provision is the positive working relationships between staff and pupils which contribute to the school's homely, communal and happy nature. Staff demonstrate the importance of this in all school activities and plan regular opportunities for the older pupils to work with the younger pupils. For example, they support them to develop their reading, physical and digital skills skilfully and encourage them to play various games during break times. As a result, the kindness and care that pupils show each other is significant and supports the school's familial and close-knit ethos successfully.

Teachers work together purposefully to provide pupils with a broad and balanced curriculum that is rooted in the local community. Beneficial opportunities are provided for pupils to learn about their area, their Welsh identity and the wider world. This, in turn, prepares pupils to be conscientious and knowledgeable citizens in all aspects of their learning and play. Staff support pupils' spiritual, moral, social and cultural awareness successfully. As a result, pupils consider other views and values and develop a sound understanding of individuals who differ from them skilfully.

Teachers use a range of effective teaching methods and deliver the activities at a pace that is appropriate to the learning. They are beginning to plan valuable opportunities for pupils to learn independently. However, at times, staff tend to over-lead the activities which

slows pupils' ability to develop their independent learning skills in the learning environment both inside the school and outdoors.

Teachers use questioning and encouragement methods in a timely manner to support pupils to make progress in their skills and extend their knowledge and understanding of different contexts. They share feedback regularly which enables pupils to recognise what they have done well. Through this, pupils have a good understanding of how to improve their work and to identify the next steps in their learning. As a result, over time, almost all pupils make sound progress from their individual starting points.

Staff place a strong emphasis on developing the Welsh language and they use it skilfully. Through this, by the top of the school, pupils develop their listening and speaking skills successfully. They are confident when engaging in discussions and express their ideas and opinions maturely. From an early age, pupils make sound progress in their reading skills. They read fluently and use purposeful strategies to understand the meaning of the content of different texts. They use a good range of their literacy skills effectively in a wide variety of contexts across all areas of the curriculum. Pupils' writing skills develop well. The youngest pupils develop early letter formation skills and are beginning to write by using a good range of relevant resources. By the top of the school, the older pupils write independently and choose vocabulary purposefully to engage the reader's interest.

Pupils develop sound mathematics skills across the school. As a result of interesting learning experiences and activities that are provided by teachers, pupils apply their number skills successfully across the areas of learning, for example by creating graphs, analysing data and solving problems skilfully. Teachers' careful planning provides a challenge that is relevant to pupils' age and stage of development in numeracy activities, and they challenge the pupils to apply and develop their numeracy skills further effectively.

As a result of various opportunities that are provided by teachers, pupils' digital skills develop robustly. By the top of the school, pupils apply their skills skilfully, for example by collecting and sorting data, coding and producing a website about the history of the school. Staff provide various opportunities to develop pupils' creative, artistic and performance skills effectively by promoting opportunities for them to compete in an online Eisteddfod against pupils from other schools.

Staff provide purposeful support of robust quality for all pupils. The school's arrangements identify pupils' individual needs at an early stage and ensure that the support is tailored to their personal needs skilfully. The provision outlines pupils' learning needs clearly, which makes a valuable contribution to teachers' ability to support them purposefully.

Leaders and staff develop strong working relationships with parents and the local community. The headteacher communicates with parents regularly to inform them about their children's progress and the school's wider events. Parents are proud that their children attend this local school and appreciate the variety of experiences as well as the excellent care and wellbeing provided by staff.

The school's governors are knowledgeable and supportive of the school. They take part in monitoring activities, bring a range of knowledge and experience to their responsibilities and have a good understanding of the school's activities and progress. Jointly with staff, they focus on improving the quality of the school's learning environment, provision and learning effectively.

Leaders set high expectations and evaluate the school's strengths and areas for development thoroughly. They implement detailed and regular improvement processes which lead to sustained improvements over time. For example, recent developments include improving the challenge in learning activities to support all pupils to make sound progress, and improve provision for the youngest pupils.

Leaders support staff's development skilfully. They provide professional learning opportunities for staff to act on the areas that are in need of improvement. By working closely with staff from local schools, they have opportunities to monitor progress in pupils' learning jointly, and to observe effective teaching practices in order to continue to improve the opportunities and rich learning experiences for pupils at the school. These opportunities have a positive effect on pupils' wellbeing and learning.

### **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.

## **Evidence base of the report**

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers 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 (where appropriate) 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](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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

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

© Crown Copyright 2025: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 19/12/2025