

**A report on**  
**Ysgol Llechryd**

**Llechryd**  
**Cardigan**  
**SA43 2NL**

**Date of inspection: November 2025**

**by**

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

**This report is also available in Welsh**

## About Ysgol Llechryd

Name of provider	Ysgol Llechryd
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	44
Pupils of statutory school age	44
Number in nursery classes	0
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%)	30%
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%)	13.64%
Percentage of pupils who speak Welsh at home	5%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	22/06/2023

A report on Ysgol Llechryd  
November 2025

Date of previous Estyn inspection (if applicable)	08/05/2018
Start date of inspection	10/11/2025

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 Gynradd Llechryd is a happy and inclusive learning community in which pupils and staff treat each other with care and kindness. The headteacher has established robust leadership and offers the school a clear direction. He has very high expectations of himself and others. Together, the headteacher, governors and senior leaders know the school's strengths and areas for improvement.

Staff provide a learning environment to stimulate pupils purposefully by offering them valuable help and support. Most pupils show positive attitudes to their learning and show pride in their work. By focusing on the local area, teachers provide learning experiences that engage and maintain pupils' interest well. These experiences enable many pupils to develop various skills consistently. However, teachers do not always provide opportunities that are purposeful enough for pupils to apply their literacy and numeracy skills constructively across the areas of learning.

On the whole, teachers plan learning activities that build well on pupils' previous learning and set high expectations for what they achieve. Most pupils arrive at school ready to enjoy and immerse themselves in their learning. However, staff tend to over-lead the learning which often limits pupils' ability to develop their independent learning skills.

Leaders and staff have extremely productive relationships with parents and the wider community. They support parents sensitively and provide them with valuable opportunities to visit the school and engage with their children's learning effectively.

## Recommendations

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

- R1. Provide purposeful opportunities for pupils to apply their numeracy and literacy skills across the curriculum
- R2. Expand 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 learning community that maintains wellbeing and provides robust support and guidance to pupils successfully. The headteacher's passionate leadership sets a clear strategic direction for developing the school and fosters a culture that promotes continuous improvement. With the support of dedicated staff, the headteacher conveys a positive culture which embodies the principles of the school's motto well, 'O'r fesen fach i'r gangen uchaf anelwn am ragoriaeth' (From the small acorn to the highest branch, we strive for excellence).

A strong sense of family is established in the school, and the supportive and friendly working relationship that exists between staff and pupils is a strong feature of the life and work of the school. Leaders and staff promote that pupils are happy and feel safe at school successfully. Teachers plan regular opportunities for pupils to deepen their knowledge and understanding of religions, morals and practices in different cultures in joint worship sessions, classroom activities and by inviting visitors to the school.

The caring nature of the provision promotes good behaviour amongst pupils and encourages them to look after and respect each other. This means that most pupils are courteous to each other, staff and visitors and support their peers well. For example, the older pupils give careful consideration to the needs of the younger ones on the playground, ensuring that everyone plays together happily during break times.

The school has established comprehensive and robust self-evaluation processes for monitoring and improving provision, and pupils' progress and achievement. They gather information from various sources and use the information efficiently to identify the areas for improvement. As a result, the school's improvement priorities focus robustly on developing skills and raising pupils' standards.

Leaders link professional learning to school and national priorities, and the individual needs of staff, valuably. Leaders monitor the effect of these activities on the provision, and as a result, staff develop their teaching methods to be more consistent across the school. Recently, staff have focused on strengthening reading provision in both languages to support pupils to make progress in their skills. The training has had a positive effect on pupils' attitudes and enjoyment of reading across the school. For example, Year 3 pupils demonstrate a good understanding of a local story and discuss its content confidently.

Teachers and assistants use polished language regularly to encourage pupils to use Welsh in their learning. Many of the youngest pupils respond increasingly confidently to instructions and questions by using a relevant range of vocabulary and syntax when they offer ideas. The older pupils listen well to adults and to the contributions of their peers.

Most of the youngest pupils develop positive attitudes to reading and are familiar with the purpose and content of books. They develop their early reading skills well and many read confidently aloud and when discussing familiar stories. The older pupils read a good range of texts by showing an interest in books and discussing the content maturely, such as when describing the feelings of a historical figure as she helps others in a war.

Teachers provide a purposeful curriculum that is based firmly on pupils' local area. Through this, they work closely with parents and members of the community to develop pupils' awareness of their area and their heritage. For example, staff have introduced the 'Voice of the River Project' to offer pupils beneficial opportunities to develop their awareness of nature as well as the history and geography of the area. In addition, pupils have an opportunity to perform a play from the project to an audience which has a positive effect on their creative skills.

Pupils are given valuable opportunities to influence what they want to learn within their termly themes. This fosters their interest and positive attitudes towards their activities, and encourages them to take ownership of their learning. These experiences enable many pupils to develop their various skills consistently. However, teachers do not always provide opportunities that are purposeful enough for pupils to apply their literacy and numeracy skills constructively across the areas of learning.

On the whole, teachers plan learning activities that build well on pupils' previous learning and set high expectations for what they achieve.

Most pupils arrive at school ready to enjoy and immerse themselves in their learning. However, staff tend to over-lead the learning which often limits pupils' ability to develop their independent learning skills.

Pupils and their parents welcome the comprehensive support that staff provide. They feel that staff listen to any concerns they have and respond in a timely manner, where appropriate. The school has effective and well-organised arrangements for supporting pupils with additional learning needs (ALN). Staff work productively with external partnerships, acting on expert guidance and advice skilfully. This has a positive effect on the progress of many pupils with ALN and those affected by poverty and disadvantage.

The headteacher communicates effectively with parents and shares relevant information about school news and events in a timely manner. A significant effort is made to gain parents' views about the school's activities and to ensuring that a productive working relationship with parents is a core part of its success. For example, parents were given the opportunity to have input into the school's processes to develop and improve pupils' attendance and punctuality at school.

Governors provide robust and proactive guidance to the school, which offers appropriate support and challenge. By talking to pupils and staff in the learning environment and receiving reports from the headteacher, they have a suitable understanding of pupils' standards and the school's provision. They manage the school's resources prudently.

### **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 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 2026: 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: 15/01/2026