

**A report on**  
**Ysgol Gymraeg Ffwrnes**

**Denham Avenue  
Llanelli  
SA15 4DD**

**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 Gymraeg Ffwrnes

Name of provider	Ysgol Gymraeg Ffwrnes
Local authority	Carmarthenshire 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	468
Pupils of statutory school age	344
Number in nursery classes	74
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%)	8.5%
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%)	1.5%
Percentage of pupils who speak Welsh at home	20.9%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/01/2020

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Date of previous Estyn inspection (if applicable)	16/05/2017
Start date of inspection	04/11/2025

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

The headteacher provides inspiring leadership that sets a clear strategic direction. His high expectations and vision of igniting pupils' enthusiasm in their learning permeates all the school's work. The senior management team and governors work together effectively to promote a culture of ambition, respect and care. Teachers, assistants and pupils alike are fully committed to the school's values and contribute beneficially to its continuous progress.

Teachers plan and deliver practical and exciting learning experiences that stimulate pupils' curiosity and creativity successfully. These experiences offer valuable opportunities for pupils to use their skills independently. As a result, most pupils make sound progress in applying their literacy, numeracy and digital skills across the areas of learning. Teachers and assistants provide clear and useful feedback that helps pupils understand what they are achieving well and to identify the next steps in their learning. Recently, staff have placed a specific focus on strengthening this aspect further. In the best practices, many pupils begin to refine the content of their work skilfully.

Provision for developing the Welsh language is strong, ensuring that pupils speak both languages confidently by the end of their time at the school. Teachers provide beneficial opportunities for pupils to use technology that also boosts their oracy skills beneficially. Staff also develop pupils' awareness of different cultures and beliefs successfully, by fostering their respect and understanding well.

The behaviour of almost all pupils is good. They are courteous, hardworking and participate diligently in their learning in a caring and safe environment. Leaders track pupils' progress carefully and arrange additional support when needed. By working closely with parents, governors and the local community, teachers offer pupils rich experiences that strengthen the sense of belonging and pride.

## Recommendations

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

- R1. Embed and ensure consistency in effective feedback practices for pupils to support them further to improve their learning

## **What happens next**

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

## **Main evaluation**

The headteacher's robust, wise and inspiring leadership sets a clear strategic direction for developing the school. He is supported purposefully by the deputy headteacher and members of the skilful senior management team. The headteacher has high expectations of himself, pupils and staff. Leaders have developed an effective team of leaders, teachers and assistants who are fully committed to the school's values.

Leaders have established a clear vision based on encouraging pupils to learn independently, to live healthily and to offer opportunities for them in order to 'ignite imagination to create a successful future'. This is a core basis for developing the curriculum and the teaching and learning methods that permeate the school provision's consistently.

The evaluation and planning for improvement processes are integral to the leaders' work. They consider a wide range of evidence to identify improvement priorities which focus on developing provision to improve pupils' learning experiences, well-being and progress. A culture of aiming for the highest standards is rooted firmly.

Leaders create a beneficial culture to promote and support staff professional learning. An ethos of working as a productive team among teachers and assistants is a notable element of the school. They work diligently with each other and colleagues at a nearby school to provide pupils with rich and engaging learning experiences. Leaders are mindful of staff workload and address changes to provision that support their well-being thoughtfully. Governors are proud of the school and are committed fully and proactively to its continuous development. Members of the governing body support leaders and staff extremely effectively.

Teachers and assistants build productive working relationships with pupils. The learning environment and many of the outdoor areas are stimulating spaces. Teachers present information carefully and foster high expectations for pupils successfully. This, in turn, supports pupils to understand what they need to achieve in order to succeed. In most of the learning sessions, staff question pupils probingly in order to extend their understanding beneficially. Teachers make beneficial use of 'quick breaks' to share pupils' achievements and as a means for them to identify the next steps in their learning.

Teachers plan activities that stimulate pupils very well. A notable feature of the school's work is the purposeful emphasis that staff place on the provision of practical activities that provide beneficial opportunities for pupils to apply a good range of skills. This practice begins from pupils' early years, for example when the youngest ones peel carrots and prepare sandwiches by using real ingredients.

### **Spotlight: Applying pupils' skills through science activities**

Leaders have shared a clear vision for pedagogy that aligns with the principles of Curriculum for Wales. Across the school, teachers provide practical activities that stimulate pupils' interest and curiosity about science. They plan the provision carefully to ensure that these activities offer purposeful opportunities for pupils to apply different skills in an interesting range of activities.

Year 2 pupils, for example, apply creative skills when creating a model of a brain as part of an activity that promotes positive attitudes to health. While studying different mammals, Year 3 pupils examine a skull and apply Welsh speaking and listening skills extremely successfully in describing it. At the top of the school, most pupils become fully immersed in their learning and develop as independent learners skilfully by applying digital and oracy skills to create an animation about human skeletons. The older pupils' ability to recall scientific terminology is a strong feature of the provision.

This all derives from leaders' vision for teaching, which is based on the provision of stimulating learning activities, coupled with high expectations of pupils' skill development.

Teachers plan and deliver valuable opportunities for pupils to celebrate different cultures and beliefs as well as local and Welsh history and traditions. The joint worship sessions provide beneficial opportunities for pupils to reflect in a moral and spiritual environment.

Most pupils develop listening and speaking skills successfully. The youngest pupils come to understand Welsh instructions from an early age, and by the end of their time at the school, almost all speak both languages confidently. The use of technology to boost pupils' oral skills is a notable element of the school's work, including regular opportunities for them to create voiceover videos.

Most pupils develop sound reading skills. The youngest pupils begin to read simple stories and use a suitable range of methods to read unfamiliar words. At the top of the school, most read fluently in both languages, with most adapting the tone of their voice to engage the listener's interest. Effective use is made of a specific scheme that supports most pupils to acquire writing skills skilfully. By the time they reach the top of the school, most write confidently in Welsh and English, using different types of writing that are appropriate to the purpose and the reader purposefully.

Most pupils develop their understanding of mathematical concepts successfully across the school. The youngest pupils develop their understanding of numbers effectively through practical experiences, such as counting and matching numbers and objects in real-life activities. By the top of the school, most pupils have a sound understanding of the four rules which enable them to use them effectively to solve various problems across the areas of learning. Applying digital skills is an integral part of pupils' learning activities, and as a result, their skills develop very effectively.

Most pupils develop strong physical skills, for example when the youngest pupils create a model of a car by using real wood and tools. Staff provide pupils with beneficial cooking activities which support them to develop a range of skills and to appreciate healthy eating.

Overall, staff provide relevant feedback to pupils. Pupils respond by correcting errors in their work regularly, which contributes valuably to their understanding of what needs to be improved in order to make consistent progress. Recently, a specific focus has been placed on strengthening and ensuring consistency in this practice further by staff. By the time pupils reach the top of the school, many begin to refine the content of their work purposefully following feedback from staff.

Almost all pupils behave well and demonstrate effective resilience and perseverance when learning and playing. Most pupils enjoy attending school and are respected as they enjoy learning in a caring environment. The various committees provide beneficial opportunities for pupils to develop their leadership skills. This is supported further by additional responsibilities, such as the work of Year 6 prefects modelling good behaviour for their peers as they arrive at school in the mornings.

Leaders hold termly meetings with all teachers to discuss and track the progress of all pupils, including pupils with additional learning needs (ALN) and those from low income households. They use these meetings purposefully and identify pupils who will benefit from certain additional support. Leaders provide beneficial training to staff which influences their understanding of how to support pupils with ALN in their learning activities positively.

School staff have strong links with the local community which results in valuable experiences for pupils. Rich opportunities are provided for pupils to take part in the expressive arts, such as in a show based on Welsh legends. Over time, leaders have developed beneficial links with parents to encourage them to be a proactive part of their children's learning experiences, such as working with a local charity to provide workshops about online safety for families.

## **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/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.

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

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