

A report on

Ysgol Gymunedol Rhydypennau

**Bow Street
Ceredigion
SY24 5AD**

Date of inspection: March 2026

by

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

This report is also available in Welsh

About Ysgol Gymunedol Rhydypennau

Name of provider	Ysgol Gymunedol Rhydypennau
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	194
Pupils of statutory school age	132
Number in nursery classes	32
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%)	11.6%
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%)	5.3%
Percentage of pupils who speak Welsh at home	15.2%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/16

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March 2026

Date of previous Estyn inspection (if applicable)	22/10/17
Start date of inspection	02/03/2026

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

- 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 strong and wise leadership that sets a clear strategic direction for the school's work. He has a strong vision that focuses on creating a happy, caring and inclusive learning community where pupils' well-being and progress are core. He has high expectations for staff and pupils, and a strong ethos of cooperation amongst all staff is a prominent feature of school life. As a result, almost all pupils show positive attitudes to their learning and behave well.

Leaders promote a positive culture of professional learning and ensure that staff improvement targets link clearly to the school's priorities. They use action research effectively to strengthen staff's understanding of teaching and learning which contributes positively to the quality of the provision.

Staff have developed an interesting and inclusive curriculum that engages and maintains pupils' interest skilfully. The provision supports the development of many pupils' literacy, numeracy and digital skills effectively, including those with additional learning needs and those from low-income households. Most pupils develop suitable reading skills in both languages, and speak Welsh confidently as they mature. However, as they move through the school, a few pupils tend to turn to English too often when communicating with each other.

Teachers use pupils' ideas effectively in planning 'cer am her' activities. However, in some cases, teachers over-lead learning, which limits pupils' opportunities to make independent choices about their learning and to make consistent progress in developing their skills over time.

The school makes effective use of the local area and community to enrich pupils' learning experiences and to develop their understanding of Welsh history and culture. Teachers provide suitable opportunities for pupils to develop their moral awareness and discuss current issues. However, pupils' understanding of equality, diversity and different identities is less developed.

Recommendations

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

- R1 Expand opportunities for pupils to make independent choices about what to learn and how to present their work

- R2 Develop opportunities for pupils to deepen their understanding of diversity, equality and identities in different communities

What happens next

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

Main evaluation

The headteacher's strong and wise leadership sets a clear strategic direction for the school's work. Leaders have a robust vision based on creating a caring and inclusive learning environment. The headteacher has high expectations of himself, staff and pupils. An ethos of working as a productive team among teachers and assistants is a notable element of the school. All staff provide stimulating and engaging learning experiences that meet pupils' needs successfully. The school is a happy and friendly community.

Leaders create a positive culture and ethos to promote and support staff's professional learning. Each member of staff has improvement goals that link closely to the school's areas for improvement and their individual priorities as part of the professional development arrangements. This supports a cooperative approach to improvement and raising staff's aspirations to consider the next steps in their careers.

Spotlight: Developing teaching and learning through action research

Leaders undertake action research proactively to deepen their understanding of effective teaching and learning. This has a positive effect on the methods of delivering the curriculum, for example in deepening pupils' mathematical and numeracy skills. Staff's robust understanding in delivering follow-up activities supports pupils to make continuous progress successfully. Pupils recall previously learned knowledge and skills and apply them effectively in new contexts.

Staff have developed an interesting curriculum that engages and maintains pupils' interest across the school. Recently, teachers have provided beneficial opportunities for pupils to influence their learning. This helps them to use their ideas in providing stimulating activities and themes. The inclusivity of the curriculum supports most pupils, including those with additional learning needs (ALN) and those from low-income households, to make sound progress in developing their literacy, numeracy and digital skills.

On the whole, teachers plan appropriately for developing pupils' oral skills. As they mature, most speak Welsh fluently. However, as pupils move through the school, a few tend to turn too often to communicating in English. Pupils develop their reading skills appropriately in both languages; however, their Welsh reading skills do not develop as well. Teachers provide purposeful activities to support pupils to apply their writing skills across the areas of learning.

Opportunities for pupils to learn about Welsh history and culture are mapped out successfully by teachers. They make effective use of the local area, community, facilities and history in planning interesting learning activities for pupils. They organise a valuable

range of visits and visitors which enable pupils to deepen their knowledge and understanding of their local area and the wider community.

Teachers provide a wide range of suitable opportunities for pupils to develop their ethical awareness, understanding of spiritual aspects and knowledge of various religions. Effective use of whole-class discussions on current topics develops pupils' understanding of sensitive issues successfully. Staff promote social and cultural aspects within their local area and in Wales well. However, pupils' understanding of equality, diversity and identities in different communities is limited.

Teachers use pupils' ideas for 'cer am her' activities effectively. They adapt the tasks to meet pupils' needs appropriately. However, there is a tendency for teachers to choose the challenge for them and to over-lead the learning. This hinders pupils' ability to make independent choices about what they would like to learn and how to present their work. This slows the progress of a few pupils over time.

Almost all pupils have a positive attitude towards their learning. They listen well to teachers' instructions and focus exceptionally well. Almost everyone always behaves commendably. They are polite and interact well with peers and adults, demonstrating respect, self-control and responsibility for their actions throughout the school.

The school's approach to supporting pupils with ALN is a strength. Leaders identify pupils who need additional support in a timely manner by using a range of comprehensive approaches. They use a wide range of support programmes to meet pupils' well-being and learning needs successfully. Staff set detailed goals and measure pupils' progress carefully over time, adapting their methods as required.

Staff build positive relationships with settings and schools and share detailed information about pupils in order to prioritise their well-being and provide purposeful support to meet their needs. Teachers use parents' knowledge and understanding of their child through 'Dyma fi' booklets to increase staff's understanding of pupils' needs and interests in planning provision to support their well-being and learning successfully. This supports pupils as they move on to the next stages in their learning effectively.

Leaders take purposeful steps to address national priorities. They promote continuous attendance appropriately and develop the Welsh language suitably as part of the school's improvement priorities. They have robust systems in place to support and promote high attendance levels. This has raised awareness of the importance of being present continuously at school across the school's community.

Leaders identify the school's strengths and the areas for improvement through a variety of consistent self-improvement processes. The governing body fulfils its duties

conscientiously and demonstrates a strong commitment to supporting and challenging the school. Leaders know the needs of pupils, the school and its community exceptionally well. They have strong and successful links with the local community to offer pupils valuable learning experiences.

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)

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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