

A report on

Ysgol Y Felin

Ynyswen

Felinfoel

Llanelli

Carmarthenshire

SA14 8BE

Date of inspection: February 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

This report is also available in Welsh

About Ysgol Y Felin

Name of provider	Ysgol Y Felin
Local authority	Carmarthenshire County Council
Language of the provider	Welsh in the Foundation Phase. Welsh and English Streams in KS2.
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	218
Pupils of statutory school age	192
Number in nursery classes	7
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%)	32.8%
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%)	22.4%
Percentage of pupils who speak Welsh at home	3.1%
Percentage of pupils with English as an additional language	4.2%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2010

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Date of previous Estyn inspection (if applicable)	22/09/2016
Start date of inspection	09/02/2026

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

Ysgol Y Felin is a caring and inclusive community where pupils feel valued and supported well. The headteacher provides robust leadership and sets a clear direction for the school. Staff have a comprehensive understanding of pupils' individual needs and respond well to their wellbeing and learning. As a result, the sense of respect between staff and pupils is a strong feature of the school's life.

Staff provide pupils with an interesting curriculum, consider their ideas about what they want to learn, and help them to learn about their local area, Wales and the wider world skilfully. Most pupils develop positive attitudes to their learning and participate enthusiastically in a wide range of experiences as part of the comprehensive provision. They show curiosity and are confident to use their skills in new contexts.

Pupils who attend the Centre participate completely naturally in the school's activities in an inclusive environment. Across the school, provision for pupils with additional learning needs is organised well, which has a positive effect on their progress in skills.

From an early age, pupils develop independence well and persevere consistently when completing tasks. Most pupils make sound progress in their literacy, digital, creative and physical skills. Pupils' listening and communication skills are strong and they discuss their work confidently in Welsh and English. Their mathematical understanding develops effectively.

Leaders have a clear understanding of the school's strengths and areas for improvement. The headteacher places a strong emphasis on staff undertaking beneficial professional learning which enables staff to contribute effectively to improving provision over time.

Staff have a productive working relationship with parents and the community. They offer sensitive support to parents and provide valuable opportunities for them to engage with their children's learning.

Recommendations

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

- R1 Continue to develop a coherent approach to planning and teaching mathematics to support pupils to make constructive progress in their skills

What happens next

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

Main evaluation

The headteacher has a clear vision based on strong cooperation among staff to provide the best opportunities for all pupils. Through high expectations, leaders realise the school's motto, 'Nid da lle gellir gwell', successfully. Staff promote sound values that encourage pupils to develop as confident and healthy learners. A strong family atmosphere is a strong feature of the school. Staff create an environment where pupils' wellbeing is a central part of the school's work, as well as raising standards. This leads pupils to become independent and respectful learners who are ready to succeed.

Staff work together successfully to provide a rich curriculum that meets most pupils' needs. A range of stimulating experiences enable pupils to develop their understanding of their local area, Wales and the wider world. Staff support pupils to develop their spiritual, moral, social and cultural awareness successfully. This enables them to consider the views and values of others and to develop a relevant understanding of individuals who are different from them.

Leaders link professional learning to the school's priorities and national priorities effectively. Staff have focused on strengthening pupils' oral skills in order to extend their vocabulary when writing which has a positive effect on their literacy skills. For example, the youngest pupils form letters correctly when writing sentences with increasing accuracy. Older pupils write appropriately in a relevant range of genres, punctuate correctly and organise their work effectively into paragraphs.

Most pupils converse confidently and use correct vocabulary and sentence patterns in both formal and informal contexts. Pupils' positive attitude to the Welsh language is a notable element and they make good progress from their various starting points. The reading skills of most of the youngest pupils develop strongly. From an early age, they develop their recognition of letters and sounds effectively, and use the knowledge to read familiar words with increasing confidence. By the top of the school, most pupils are fluent readers and make good progress in their reading.

Most pupils make effective progress in mathematics lessons. Staff have recently introduced a coherent approach to planning and teaching mathematics which is beginning to have a positive effect on the development of pupils' mathematical knowledge and understanding. Most pupils' digital skills develop robustly in a variety of creative contexts. Various devices are used confidently by pupils to record evidence, as a resource to move learning forward and to stimulate class work. For example, the youngest pupils create a database independently, and by the time they reach the top of the school, they create a website to promote health and wellbeing. Most pupils develop their creative

skills extremely effectively through design, dance and music activities. Across the school, pupils create effective artwork in emulating the style of famous and local artists.

Teachers use various teaching methods to build on pupils' previous learning and deepen their understanding of different themes effectively. For example, they question pupils skilfully and ask questions that encourage pupils to think deeply and work jointly with their peers in order to succeed. Overall, pupils are aware of their next steps in their learning and act on staff's feedback consistently to refine and improve their work.

Staff provide effective support for pupils with additional learning needs (ALN) and cooperate successfully with external agencies to support their wellbeing and learning further. In the Centre, staff plan skilfully to meet pupils' individual learning needs. They use visual resources, signs and physical movements to engage pupils, as well as providing a range of valuable sensory experiences to stimulate engagement and enjoyment in learning. As a result, most pupils with ALN make good progress from their starting points.

Most pupils work together well. They support each other to overcome difficulties and persevere diligently. One of the school's notable qualities is the way in which pupils show empathy for each other completely naturally within the inclusive provision. The school works successfully to ensure that pupils are not affected by poverty. Staff ensure that all pupils have learning experiences that challenge them to develop their skills increasingly constructively over time.

Leaders provide extremely beneficial opportunities for pupils to influence the life and work of the school.

Spotlight: Developing pupils' leadership skills through the work of the school councils

Staff provide opportunities for pupils to undertake leadership roles and to develop skills that have a beneficial effect on the life and work of the school. The range of various councils gather the views of their peers and lead on exciting projects that contribute positively to the school's ethos and culture. For example, the Criw Cymraeg have led a number of Welsh language activities, including choosing songs of the week, planning and providing playground games and organising a silent disco for their peers. As a result, pupils across the school have a good understanding of contemporary Welsh culture and benefit from valuable opportunities to use their Welsh oral skills in formal and informal situations.

Leaders ensure that the school has robust arrangements for reviewing progress, identifying areas for improvement and identifying the actions to be taken to develop the school further. For example, strengthening pupils' oral skills has contributed successfully to developing their writing skills. In addition, leaders have created a positive culture and

ethos that promotes and supports the professional development of all members of staff. After having beneficial professional learning opportunities, staff provide stimulating activities in the outside areas, which foster pupils' curiosity and independent skills successfully.

Governors are supportive of the school's activities and provide appropriate support and challenge to leaders. As a result, members of the governing body have a sound understanding of the school's main strengths and areas for improvement. Staff build strong partnerships with parents. They appreciate regular updates about events at the school and feel confident to have a conversation with staff to let them know about any concerns. They take pride in their children attending this homely school and appreciate the range of experiences as well as the care provided by staff.

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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