

Report summary for parents and carers on Ysgol Maes Y Felin

Date of inspection: 02/03/2026

Summary

Ysgol Maes Y Felin provides a caring and inclusive environment where pupils feel safe, valued and supported. Positive relationships between staff and pupils help create a calm atmosphere in which most pupils behave well and show kindness and respect to one another. Many pupils make good progress from their starting points, including those with additional learning needs (ALN) and those who attend the resource base class.

Across the school, teachers create purposeful learning environments that encourage pupils to take part actively in their learning. In the younger classes, staff make effective use of the outdoor areas to provide interesting activities that promote teamwork and problem solving. Pupils enjoy opportunities to explore and create, such as building structures or developing imaginative play environments. The school's curriculum is broad and engaging, with younger pupils' interests often helping to shape what they learn. Overall, teachers' expectations for pupils are not consistently high enough, and learning activities do not always provide sufficient challenge for all pupils.

Most pupils develop their literacy skills well. They benefit from a language-rich environment and regular opportunities to discuss their ideas with others. Younger pupils build strong early reading skills and enjoy listening to and sharing stories, while older pupils read a wide range of texts with increasing confidence. Most pupils develop their writing skills well over time, although expectations for handwriting and presentation are not always high enough. In mathematics, many pupils build secure number skills and use different methods to solve problems, but older pupils do not always have enough opportunities to apply their numeracy skills across other areas of learning.

Leaders support pupils with additional learning needs effectively and monitor pupils' progress carefully. Staff provide targeted support and interventions where needed, helping pupils improve their literacy and numeracy skills. The school develops strong links with parents and the community, which strengthens pupils' sense of belonging and has helped improve attendance.

Although leaders regularly review the school's work and provide opportunities for staff development, school priorities are too broad, which slows the pace of improvement. Governors understand the school well and support its work. Their role in gathering first-hand evidence is developing suitably.

Recommendations and next steps

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

- R1 Sharpen improvement priorities to ensure that all staff and governors understand their role in bringing about improvement
- R2 Ensure that all teachers have consistently high expectations and challenge pupils appropriately

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

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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