

Ysgol Llangwryfon  
Llangwryfon  
Aberystwyth  
Ceredigion  
SY23 4HA

28/05/2026

Dear leaders and staff

### **Interim Visit: May 2026**

A team of inspectors visited Ysgol Llangwryfon recently to consider progress in relation to one recommendation from the previous core inspection, along with one of the school's current priorities. The inspection team took advantage of the opportunity to observe teaching and learning, talk to pupils and staff, consider documentation and look at samples of pupils' work. Below is a summary of the findings from the visit.

### **Focus of visit**

#### **Provide better opportunities for pupils to make independent choices about their learning**

- The headteacher has placed a clear emphasis on increasing opportunities to develop pupils to become independent learners.
- The headteacher and staff have worked together purposefully to develop teaching and provide suitable resources to support this priority. This is beginning to have a positive effect on pupils' ability to learn independently.
- The headteacher organises beneficial professional learning opportunities for staff, such as working with neighbouring schools, to share ideas and effective practices. This supports staff's confidence and ability to provide engaging learning experiences that are beginning to promote pupils' independent learning skills appropriately.
- Staff vary teaching methods to support pupils to learn independently. They evaluate the effect of these methods on developing pupils' skills, refining them as

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necessary. For example, staff have adopted a 'Fi, Ni, Ti' (Me, Us, You) strategy to equip pupils to develop as independent learners while improving their work.

- Staff facilitate learning effectively. They encourage pupils to take responsibility for their learning and to make choices with increasing independence.
- The youngest pupils develop a range of number and literacy skills during learning and play in the stimulating learning areas. At the top of the school, the oldest pupils gain confidence and begin to make independent choices about how to complete and present their work.

### **Ensure a robust structure and procedure to implement effective evaluation and improvement processes**

- The school has a suitable self-evaluation timetable which identifies regular opportunities for leaders to consider an appropriate range of evidence, including visiting classes, scrutinising work and seeking pupils' opinions.
- Leaders evaluate aspects of the school's work which supports pupils' well-being purposefully.
- On the whole, leaders come to appropriate conclusions about the quality of provision and pupils' standards of achievement. However, they acknowledge that there is room for further detail on the development of pupils' specific skills, by considering relevant national guidelines as a tool.
- Leaders identify relevant improvement priorities successfully. They set sensible actions to improve aspects of provision, which has a positive effect on pupils' progress.
- Recently, the school has prioritised developing the role of governors in the self-evaluation process. This is beginning to strengthen their ability to act as critical friends.

The school's most recent core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6672310>

Yours sincerely



**Liz Miles**

Assistant Director