

A report on
Ysgol Gymunedol Cae'r Felin Community School

**Pencader
Carmarthen
Carmarthenshire
SA39 9AA**

Date of inspection: May 2026

by

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

This report is also available in Welsh

About Ysgol Gymunedol Cae'r Felin Community school

Name of provider	Ysgol Gymunedol Cae'r Felin Community School
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3 Welsh-medium school
Type of school	Primary
Religious character	n/a
Number of pupils on roll	104
Pupils of statutory school age	82
Number in nursery classes	12
Percentage of statutory school age 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 21.7%)	12.2%
Percentage of statutory school age 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 9.2%)	8.5%
Percentage of pupils who speak Welsh at home	37.8%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No

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May 2026

Date of headteacher appointment	01/01/2026
Date of previous Estyn inspection (if applicable)	04/06/2018
Start date of inspection	11/05/2026

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 school is a warm and caring community where there is a respectful relationship between pupils, teachers and support staff. As a result, pupils feel safe and happy in their “happy and wonderful” school. In a short period, the new headteacher has established a clear direction and a positive ethos which places an emphasis on well-being and learning. His high expectations are evident and the school’s values – independence, creativity, perseverance and respect – are understood well by everyone within its community.

The school is federated with Ysgol Brynsaron. This means that they share a governing body and a headteacher. Leaders work closely on some aspects, such as improving provision for pupils and using resources more effectively. Governors fulfil their role effectively.

The curriculum is relevant and helps pupils to develop a sound understanding of their ‘*cynefin*’, or local area. As a result, most pupils, including those with additional learning needs (ALN) and those who face other challenges, make good progress in literacy, numeracy and digital skills.

Developing the Welsh language is one of the school’s obvious strengths. Most pupils use the language confidently and are proud of their Welshness. Teachers question pupils purposefully and respond positively to their ideas. However, there are not enough regular opportunities for pupils to work independently or to improve their own work.

Pupils’ behaviour is usually positive, although a very few with specific needs demonstrate challenging behaviour at times. Teachers and support staff respond to this appropriately within the resources that are available to them.

Instability in leadership over a period of time has had an adverse effect on the trust and support of a few parents. Recently, the new headteacher has identified the need to develop this aspect.

Recommendations

We have made three recommendations to help the school continue to improve

- R1 Develop pupils' independent learning skills further
- R2 Ensure that teachers' feedback supports pupils to improve their work effectively
- R3 Strengthen partnerships between the school and parents

What happens next

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

Main evaluation

There is a strong sense of respect at the school. There is natural and relaxed interaction among pupils and between the pupils and staff. This has created a safe learning environment where pupils turn confidently to others when they are worried. It is little wonder that some pupils describe the school as a happy and wonderful one that encourages them to help and respect each other.

In a very short period since being appointed, the headteacher, with the co-operation of governors and staff, has developed a positive culture, an inclusive ethos and a robust strategic direction which focuses directly on improving pupils' learning and well-being. He sets and conveys high expectations for staff, pupils and himself. The school's values are clear and based on developing independence, creativity, perseverance and respect, and pupils' sound awareness of their '*cynefin*'. The aim is to encourage them to learn to live happily together by developing their skills and values to prepare them for life beyond the classroom and enable them to face the challenges of the future successfully.

The school has robust procedures to ensure that pupils attend school regularly and that they understand the importance of this. They understand the meaning of '*colli ysgol, colli cyfle*' (missed school, missed opportunities). Good punctuality is encouraged through direct communication and close co-operation with parents.

Governors are proactive and have fought to ensure that the school federated with Ysgol Brynsaron. This means that they share a governing body and a headteacher. Leaders work closely on some aspects such as improving provision for pupils and using resources more effectively. Governors have a sound understanding of their roles and fulfil them successfully as critical friends. They monitor expenditure conscientiously, while considering the well-being of pupils and staff, in addition to their educational development when making decisions. They consider the workload and well-being of the headteacher and staff regularly and support them to address what they need to undertake their work.

The headteacher and staff evaluate the school's work conscientiously and plan effectively for improvement. Having assessed the current situation, the headteacher, very soon after his appointment, introduced effective procedures to improve provision and ensure pupils' well-being and progress. He is taking appropriate steps to address national priorities, such as improving attendance and raising standards of reading. Arrangements for managing staff performance are successful, providing them with relevant professional learning opportunities. This has a positive effect on pupils' learning and well-being. For example, they have focused recently on improving pupils' literacy and numeracy skills and have introduced plans to improve their well-being.

The curriculum is relevant and based on a local context, which enables most pupils to develop their understanding of local history, heritage and perspectives well and to talk about their '*cynefin*' with pride. Most teachers plan purposeful opportunities for pupils to develop their literacy, numeracy and digital skills across a range of interesting learning activities in a systematic manner. As a result, most pupils, including those with ALN and those from low-income households, make good progress. They apply their skills confidently in various contexts and present their work with pride and care. Although learning activities are interesting and exciting in most classes, teachers do not always provide enough opportunities for pupils to develop their independent learning skills, particularly in the youngest pupils' classes.

By working effectively with their peers when completing practical tasks, most pupils demonstrate enthusiasm, perseverance and positive attitudes to learning. One of the main features of the school is the way in which most pupils' Welsh language skills are developed. Pupils are proud of their Welshness and express their opinions on various subjects with increasing confidence in Welsh.

Most teachers question pupils purposefully during learning sessions and respond successfully to their contributions. However, they do not provide enough guidance or

regular, purposeful and effective opportunities to enable pupils to improve their work independently.

Teachers support pupils' spiritual, moral, social and cultural development successfully. They do this through school assemblies, where they are given regular opportunities to reflect on different situations, along with various other activities where they consider the opinions and backgrounds of people who are different from them. As a result, most develop their understanding of positive relationships, diverse identities and important themes such as fairness and forgiveness.

The school has effective procedures to support pupils with ALN. By working with the staff, the co-ordinator knows the needs of these pupils well, organises suitable support for them and monitors their progress continuously. The school works effectively with external agencies to support this provision, where necessary. Pupils' positive behaviour is promoted continuously. As a result, most behave well. Although staff recognise that a very few pupils have challenging behavioural needs, they respond to these fairly successfully within the limited resources they have.

The school provides pupils with various opportunities to shoulder responsibilities, such as planning activities to support charities and in developing a community garden. However, this practice is limited and pupils' leadership skills have not been fully developed.

The school prepares pupils well for the next stage of their learning. This begins at an early stage and is facilitated by establishing effective partnerships with the local cylch meithrin, which is situated on the site. Transition arrangements with the local secondary schools are successful and include useful opportunities for pupils to visit on a termly basis, which seeks to ensure that the transition process is effective.

The school has beneficial partnerships with a number of organisations within the local community. For example, it works closely with the family centre in the village and a commercial company that sponsors community projects and funds various resources to enrich the school grounds.

Instability in leadership over a period of time has had an adverse effect on the trust and support of a few parents. Recently, the new headteacher has identified the need to develop this aspect.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant. However, the school faces a financial deficit and is working with local authority officers to try to reduce it.

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, staff and the governing body/committee members 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 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 the specialist resource base (where appropriate) 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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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Publication date: 14/07/2026