

A report on

Ysgol Llwyn Yr Eos

**Llwyn-Yr-Eos Campus,
Penparcau
Aberystwyth
Ceredigion
SY23 1SH**

Date of inspection: June 2026

by

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

This report is also available in Welsh

About Ysgol Llwyn Yr Eos

Name of provider	Ysgol Llwyn Yr Eos
Local authority	Ceredigion County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	242
Pupils of statutory school age	184
Number in nursery classes	28
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 Primary is 21.7%)	43.1%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	26.6%
Percentage of pupils who speak Welsh at home	11.4%
Percentage of pupils with English as an additional language	2.7%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2003

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Date of previous Estyn inspection (if applicable)	01/02/2019
Start date of inspection	15/06/2026

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

A caring and inclusive ethos lies at the heart of Ysgol Llwyn yr Eos. The school provides a welcoming bilingual environment where pupils feel safe, valued and supported, and where their well-being is prioritised successfully. Leaders have a clear vision and promote a strong sense of community, ensuring that many pupils make good progress over time.

A notable strength of the school is the supportive working relationships between staff and pupils. Staff know pupils well and have a thorough understanding of their emotional and learning needs. Most pupils develop positive attitudes towards learning, work co-operatively and show respect for the views and feelings of others. Pupils also benefit from a wide range of leadership opportunities that help them develop important skills, including communication, teamwork and responsibility.

Teachers provide stimulating learning experiences that reflect the school's context and community successfully. Pupils are given worthwhile opportunities to contribute to decisions about what and how they learn. Activities generally meet the needs of pupils well, although learning tasks do not always provide enough challenge for a few pupils.

The school promotes Welsh language and culture particularly effectively. Staff model Welsh consistently and provide valuable opportunities for pupils to hear, practise and use the language in meaningful situations. Most pupils develop their speaking, reading and writing skills well in both the Welsh-medium and English-medium streams. They read confidently, enjoy books and write purposefully across a range of genres in their work across the curriculum. Many pupils make suitable progress in mathematics and most develop strong digital skills that support their learning effectively. Verbal feedback often helps pupils understand how well they are doing, although written feedback does not consistently identify next steps in learning or provide enough opportunities for pupils to improve their work.

Provision for pupils with additional learning needs is a strength of the school. Staff, including those working within the school's four resource base classes, provide carefully tailored support that helps most pupils make strong progress from their individual starting points.

Leaders, staff and governors work together purposefully to support improvement and make appropriate use of evidence to identify priorities. The school's work to improve attendance is having a positive impact overall, although the attendance of a few pupils, including some from low-income households, remains too low.

Recommendations

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

- R1 Ensure that learning activities challenge all pupils consistently
- R2 Ensure that feedback supports pupils to improve their work effectively
- R3 Improve pupils' attendance

What happens next

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

Main evaluation

Ysgol Llwyn yr Eos is a happy, nurturing school that provides a welcoming and supportive bilingual environment where many pupils thrive and make good progress over time. Leaders articulate a clear vision for the school that is based on providing ‘opportunity, responsibility and community’ within enriching learning experiences that are accessible, equitable and inclusive to all. There is a clear focus on promoting pupils’ well-being and ensuring that their emotional needs are well supported. This vision is shared purposefully with pupils, staff and parents.

Leaders are supported by a highly committed team of staff. They collaborate effectively and work diligently to promote pupils’ well-being and facilitate progress. Staff employ a suitable range of strategies to promote positive behaviours. Most pupils respond positively and behave well at work and play. The school provides a well-planned and inclusive approach to developing pupils’ spiritual, moral, social, and cultural awareness. For example, staff check-ins encourage pupils to reflect on their actions and emotions, which develops resilience and independence and an understanding of their obligations towards others. A notable strength of the school is the highly effective working relationships that staff develop with pupils.

Spotlight 1: Creating the conditions for pupils to engage, learn and flourish

Staff know their pupils exceptionally well and have a thorough understanding of their individual emotional and well-being needs. Through robust transition arrangements, early assessment processes, regular check-ins and purposeful professional dialogue, staff identify barriers to learning promptly and provide tailored support that meets pupils’ needs well. Strong partnerships with parents and carers ensure that staff can respond sensitively to emerging challenges. As a result, most pupils feel safe, valued and well supported, and demonstrate commendable attitudes towards their learning. Pupils develop empathy, co-operate well with others and show respect for the views and feelings of their peers.

Teachers provide stimulating and interesting learning experiences that consider the nature and context of the school and its community successfully. This, in turn, promotes pupils’ sense of belonging to their locality purposefully. Teachers ensure that pupils benefit from a suitable range of opportunities to influence what and how they learn. This ensures that most pupils are enthusiastic about their activities and engage well with their tasks.

Teachers model learning appropriately and, in most cases, they ensure that pupils’ learning builds upon prior knowledge suitably. In general, activities meet the needs of

many pupils suitably. However, tasks do not always challenge a few pupils consistently enough. Teachers and support staff use a good range of effective questions to confirm pupils' understanding and encourage pupils to provide valid reasons to justify their answers and views. In the best examples, staff use verbal feedback effectively to support pupils to identify what they have done well and what could be improved. However, written feedback does not always identify the next steps in learning consistently enough and there are not enough opportunities for pupils to respond by improving their work. Staff are effective language role models. The provision to develop the use of the Welsh language and promote the culture of Wales is a notable feature

Spotlight 2: Developing the Welsh language and culture

Staff promote the Welsh language consistently and model its use effectively in both Welsh-medium and English-medium classes. Through purposeful professional learning, including participation in Welsh language sabbatical courses, staff have strengthened their confidence and skills in using Welsh in their daily interactions with pupils. In the school's newly established Welsh-medium classes, staff support pupils' language development effectively and provide valuable opportunities for them to hear, practise and use Welsh in meaningful contexts. As a result, most pupils' understanding of the language and confidence to begin using Welsh are developing well. Across the school, most pupils develop positive attitudes towards learning Welsh and participate enthusiastically in lessons and a wide range of activities. The school provides valuable opportunities for pupils to explore and celebrate Welsh culture, heritage and traditions, which fosters a strong sense of belonging and pride in Wales. This positive Welsh ethos encourages pupils to engage confidently with the language while developing an appreciation of their local and national identity.

Teachers provide a range of meaningful opportunities for pupils to share their thoughts and opinions and this supports most pupils to develop their listening and speaking skills successfully. They speak clearly and express their opinions confidently from an early age.

The school's provision for developing reading skills is effective and most pupils make good progress. Staff encourage and develop a strong culture of reading. From the youngest pupils' classes, they ensure that an engaging range of books are readily available to pupils across all areas of provision to nurture a love for reading. Most Year 2 pupils are beginning to use punctuation suitably to add meaning to what they read. This progress is maintained over time and older pupils read with good expression and discuss their favourite authors and genres confidently.

The school's provision for developing pupils' writing skills is effective and many pupils make good progress. Younger pupils enjoy experimenting with a range of implements to make marks and quickly progress to letter formation and understanding the difference

between capital and lower-case letters. Pupils write across a good range of genres from a young age and develop their ability to write purposefully as they move through the school. Year 4 pupils, for example, experiment maturely with words and phrases to create tension and suspense in their story openings. The oldest pupils are confident writers and use technical language with increasing precision, for example as they write factual accounts about how tectonic plate movements can cause earthquakes.

Over time, many pupils make suitable progress in acquiring mathematical skills and apply their numeracy skills appropriately in their work across the curriculum. Staff across the school provide a range of purposeful opportunities for pupils to develop their digital skills and many pupils make good progress that supports their work across the areas of learning well.

Pupils benefit from a good range of opportunities to undertake leadership roles within the school. They enjoy these responsibilities and take their roles seriously as well as developing valuable skills such as communication, compromise and teamwork. The Criw Cymraeg, for example, promotes the use of the Welsh language purposefully.

There are suitable arrangements for evaluating the quality of the school's provision and the impact on pupil outcomes. As a result, leaders have an appropriate understanding of the school's strengths and areas for improvement, and address them in a timely manner, alongside national priorities. Leaders monitor staff performance suitably and professional learning activities focus purposefully on school priorities as well as staff's individual developmental needs.

Governors are strong advocates for the school. They know the school and its community well and challenge and support leaders robustly. The school has suitable arrangements for promoting pupils' attendance and, in general, these arrangements have supported an improvement in attendance over time. However, the attendance of a few pupils, including those from low-income households, remains too low.

Provision to support pupils with additional learning needs (ALN), including at the four resource base classes located at the school, is strong. Staff have a thorough understanding of a wide range of pupils' emotional and educational needs and provide well-considered bespoke support programmes, as required. These help to ensure that most pupils with ALN make strong progress from their individual starting points. Effective relationships with parents, carers and a wide range of outside agencies support staff to review progress regularly and adjust provision, where appropriate.

The school develops strong links with the community. For example, pupils work with a variety of agencies to make environmental improvements in the local area. This

strengthens pupils' feeling of belonging to the community and develops important values such as respect for their locality.

Additional information

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

A site management concern was raised during the inspection, and the local authority has been notified.

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.

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 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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Publication date: 17/08/2026