Dros ddysgwyr, dros Gymru
For learners, for Wales

A report on

Ysgol T. Llew Jones

Brynhoffnant
Ceredigion
SA44 6AE

Date of inspection: September 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

This report is also available in Welsh

About Ysgol T. Llew Jones

Name of provider	Ysgol T. Llew Jones
Local authority	Ceredigion County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Welsh medium only
Type of school	Primary
Religious character	
Number of pupils on roll	156
Pupils of statutory school age	111
Number in nursery classes	26
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%)	10.60%
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%)	7.20%
Percentage of pupils who speak Welsh at home	41.40%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2026

Date of previous Estyn inspection (if applicable)	20/01/2020
Start date of inspection	21/09/2026

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 headteacher’s effective leadership, together with the support of conscientious staff, fosters pupils' wellbeing, care and support extremely effectively. They know pupils well and a homely and inclusive feel encourages pupils to have positive attitudes to their learning. Leaders have a good understanding of the school’s strengths and areas for improvement. The school has recently prioritised promoting pupils' enjoyment of reading, including establishing a new library which has inspired pupils' enthusiasm to read.

One of the school's notable strengths is the strong and supportive relationships between staff and pupils. It has a good understanding of pupils' emotional and learning needs. Pupils work well together, support each other and face challenges confidently.

Staff provide a broad and interesting curriculum that provides valuable opportunities for pupils. Pupils' ideas about what they would like to learn are included when activities are planned. For example, they have planned work on the giant Bica and studied the dolphins in New Quay. As a result, pupils develop their knowledge of the local area, Wales and their ‘cynefin’, and feel part of the community. Practical activities across the learning areas enrich pupils' understanding of the themes well and support most pupils to make sound progress across many skills.

There are occasional opportunities to develop pupils' independence and problem-solving skills. For example, the youngest pupils develop their problem-solving skills in the outdoor learning areas, while the older pupils conduct a scientific investigation to discover the best way to clean river water. However, the opportunities to develop pupils' independence are not consistent enough across the school and there is a tendency for teachers to over-lead learning, at times.

During learning sessions, many staff use purposeful questioning and offer effective oral feedback to support pupils' learning. In the strongest practice, staff respond to pupils' comments and adapt the learning experiences purposefully. However, there are few opportunities for pupils to respond to staff’s feedback to improve their work.

Staff have positive relationships with parents, including parents of pupils with additional learning needs (ALN). As a result, most make strong progress during their time at the school.

Recommendations

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

R1 Provide purposeful opportunities for pupils to respond to feedback and improve their work

R2 Ensure consistent opportunities for pupils to develop their independent learning skills successfully

What happens next

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

Main evaluation

The headteacher's robust leadership sets a clear strategic direction for the school's development and creates a culture that promotes continuous improvement. Leaders articulate their vision clearly to develop pupils where 'Pathway, Success, Wellbeing and Joy' are at the core of the school community. They provide a safe and supportive environment that promotes pupils' wellbeing effectively. Leaders ensure that staff's wellbeing is central to their daily work and ensure that strong consideration is given to their workload.

The headteacher has high expectations of herself, staff and pupils and a caring, hardworking and Welsh ethos permeates all the school's activities. Staff work together effectively and their enthusiasm for their work sets a positive example for pupils. Staff know pupils well and have a thorough understanding of their emotional and learning needs.

Staff provide a stimulating curriculum that covers the areas of learning and experience well. They include pupils' ideas about what they would like to learn when planning learning activities that engage pupils' interest. The experiences include planning the giant Bica and studying the dolphins in the New Quay area which, in turn, develop pupils' sense of 'cynefin' successfully.

Staff provide valuable opportunities for pupils to develop and apply their skills across the curriculum. A range of stimulating activities build on pupils' previous learning skills effectively.

The provision ensures that the youngest pupils develop their ability to speak Welsh at an early stage. This has a positive effect on pupils' pride in the language and their heritage. From an early age, many pupils' Welsh reading skills develop strongly. Many pupils' skills continue to develop as they move through the school. Many read fluently, showing an appropriate understanding of the text as they reach the top of the school. There are purposeful opportunities to develop pupils' writing skills during learning sessions. As a result, many of the older pupils write extended passages confidently.

Staff provide suitable opportunities for pupils to develop their mathematics skills. Most develop their numeracy skills effectively across the curriculum and apply them confidently in a range of contexts.

Most pupils' digital skills develop successfully. They use these skills purposefully to support their learning across the areas of learning and experience. The youngest pupils direct a programmable toy confidently to move along a specific path. At the top of the school, teachers teach effective modelling and data-handling skills. Pupils apply their understanding of spreadsheets and databases purposefully when responding to rich challenges which include planning a new play area and organising holidays to various countries, by managing a budget skilfully.

Most pupils develop physical skills with increasing confidence and proficiency. The older pupils apply their skills by taking part in team sports such as netball and physical exercise sessions which include swimming.

Pupils develop creative skills effectively from a young age. There are purposeful opportunities for them to experiment in the learning areas as they draw, perform and sing. The older pupils emulate local artists by depicting scenes from nearby seaside areas and portraying a scene from the history of Rebecca's Daughters skilfully.

There are occasional opportunities for pupils to develop their independent learning skills purposefully in the learning areas. Good examples of this include the youngest pupils developing problem-solving skills in the outdoor learning areas and the older pupils undertaking a scientific investigation to discover the best filter to clean river water. However, these opportunities are not consistent enough across the school and there is a tendency for teachers to over-lead learning, at times.

During learning sessions, many staff question pupils and offer useful oral feedback that promotes pupils' progress purposefully. In the best practice, they respond to pupils'

comments and adapt provision purposefully. However, there are few opportunities for pupils to consider staff's feedback and improve their written work.

Staff meet pupils' wellbeing and learning needs purposefully within the inclusive ethos that is at the core of provision. Staff know pupils thoroughly and provide purposeful activities that support most pupils, including those with additional learning needs (ALN), to make sound progress. Staff's passion for supporting these pupils is evident and a strong feature.

Staff support pupils to develop their spiritual and moral awareness well. For example, staff provide rich opportunities for pupils to reflect on important ethical issues, including showing kindness and respecting rights.

Many pupils develop rich personal and social skills by being members of the school's various committees which fosters their cooperation skills and showing empathy to others. Almost all pupils take part in purposeful health and wellbeing activities and understand the purpose of staying healthy and the effect that this has on the body and mind.

Leaders and staff have a sound understanding of the school's strengths and areas for development. There is a continuous ethos of reflecting on and evaluating aspects of the school's work. The headteacher and teachers make effective use of direct evidence of the quality of teaching and the curriculum to monitor pupils' progress. Leaders make suitable use of self-evaluation findings to set purposeful priorities for improving provision and raising standards.

Staff address national and local priorities diligently. The school has prioritised promoting pupils' enjoyment of reading recently, including establishing a new library. This has helped to ensure that the profile of reading has increased across the school.

Governors are supportive of the school's work. They know the school and the community it serves well. Members of the governing body, along with members of the community, visit the school regularly to share their experiences and expertise about careers and the world of work. This, in turn, raises pupils' aspirations successfully of career paths that are open to them.

Leaders have created a positive culture to provide purposeful professional learning opportunities for all staff. The headteacher supports teachers to develop their leadership skills, including attending leadership and research training. This work deepens staff's understanding of the school's improvement priorities.

The school has a strong relationship with parents. Parents feel they can talk to any staff member to discuss their children's wellbeing and education. They are proud that their children attend this happy school in the heart of its community.

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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