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For learners, for Wales

A report on

Ysgol Gymunedol Bancffosfelen

Bancffosfelen
Llanelli
Carmarthenshire
SA15 5DR

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 Gymunedol Bancffosfelen

Name of provider	Ysgol Gymunedol Bancffosfelen
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3
Type of school	Primary
Religious character	*
Number of pupils on roll	48
Pupils of statutory school age	43
Number in nursery classes	0
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%)	8.50%
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%)	*
Percentage of pupils who speak Welsh at home	32.60%
Percentage of pupils with English as an additional language	0.00%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2024

Date of previous Estyn inspection (if applicable)	04/06/2018
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

Staff at Ysgol Gymunedol Bancffosfelen provide a caring and inclusive environment for pupils. They promote care and wellbeing effectively and foster a positive working relationship with pupils which promotes learning successfully. This contributes effectively to the positive behaviour of most pupils and supports them to engage enthusiastically with their learning. The headteacher provides robust leadership, and staff work together effectively to realise the school's vision. Valuable opportunities are provided to celebrate pupils' learning experiences with parents and the wider community.

Staff provide a comprehensive and stimulating curriculum that engages and maintains pupils' interest skilfully. They know pupils' needs well and prepare appropriate tasks to support their progress from their various starting points. However, the tasks do not always support pupils to develop their independent learning skills effectively enough.

Most pupils develop good literacy and numeracy skills. They read confidently, enjoy a wide range of texts and write for different purposes. Across the school, most pupils have appropriate opportunities to develop their numeracy and digital skills across the curriculum. Pupils' oracy skills develop consistently during their time at the school; however, pupils do not always build on their oral and communication skills effectively enough.

Leaders and governors use effective self-evaluation processes to identify strengths and priorities for improvement. They provide staff with beneficial professional learning to support their development well. Strong partnerships with parents, the cylch meithrin and secondary schools support pupils to prepare well for the next stage in their learning.

Recommendations

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

R1 Continue to develop pupils' Welsh speaking skills

R2 Expand the opportunities for pupils to develop their independent learning skills

What happens next

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

Main evaluation

Ysgol Gymunedol Bancffosfelen is a caring, inclusive and familial community. The headteacher provides robust leadership and shares a clear and purposeful vision successfully with staff, pupils and parents. He has high expectations of himself and others and is supported by a team of dedicated staff who work together effectively to promote the wellbeing, learning and development of all pupils. As a result, positive and respectful working relationships permeate the life and work of the school. Pupils feel safe and confident that they are being treated fairly.

Teachers plan a broad and stimulating curriculum that sparks pupils' interest effectively. They provide beneficial opportunities for pupils to communicate their ideas and interests to the provision as an integral part of the planning process. Pupils are given a variety of experiences to celebrate their work with their parents and the wider community, for example when pupils apply their creative skills through the ‘Baftas y Banc' approach.

Staff pay regular attention to the local area as a stimulus for learning, which develops pupils' understanding of their locality and the wider world successfully. Most pupils develop good knowledge and understanding of their role as informed and moral citizens, such as when the youngest pupils experiment with the artwork of famous artists as part of Black History month activities. Pupils are given beneficial experiences to develop their understanding of different religions which nurtures their spiritual attitudes valuably.

Staff make purposeful use of the learning environment, both inside and outside, to provide experiences that engage pupils' curiosity and imagination. Most pupils engage enthusiastically with their tasks and show continuous interest in their learning. They explore new ideas and solve problems confidently. They work well together in pairs and groups and make good use of resources to support their learning. Overall, teachers prepare a rich provision of tasks in which pupils immerse themselves in their learning. However, the tasks do not always support pupils to develop their independent learning skills effectively enough.

Most pupils have positive attitudes to their learning. They recall previous learning effectively and respond well to staff's probing questioning and contributions by their peers. As they move through the school, many pupils develop increasing confidence and persevere successfully to complete tasks.

Teachers place emphasis on developing pupils' language accuracy successfully. They model relevant vocabulary and language patterns regularly and encourage pupils to use them in their responses. They use oral activities purposefully to engage and maintain pupils' interest and introduce vocabulary that is relevant to the activities. Teachers provide beneficial opportunities for pupils to respond to feedback and, overall, pupils make purposeful improvements to their work.

Pupils' oral skills develop consistently during their time at the school. From an early age, they listen tolerantly to presentations by adults, and to each other, respecting the contributions of others well. However, pupils do not always build on their oral skills and communicate in Welsh effectively enough.

Most pupils across the school show a positive attitude to reading and speak enthusiastically about books and stories. They recognise the value of reading as a means of using their imagination and being transported to a 'different world'. This reflects a positive reading culture across the school. Most of the youngest pupils acquire early recognition of letter sounds and begin to combine them skilfully to read familiar and less familiar words accurately. As pupils move through the school, most read with increasing fluency and demonstrate an appropriate understanding of the texts.

Most of the youngest pupils develop early writing skills effectively by creating purposeful marks and using a good range of resources to support them. As they develop their skills, most write appropriately in a suitable range of genres and for different purposes.

Most pupils develop their understanding of mathematical concepts successfully. The youngest pupils develop their understanding of numbers through meaningful practical experiences. By the top of the school, most use their knowledge of number work effectively to solve problems across the curriculum. Most pupils develop digital skills effectively and use them in a suitable range of software confidently to present and share their learning.

Pupils are given purposeful opportunities to influence the life and work of the school. They play a meaningful role in planning and leading whole-school events and initiatives. They are beginning to understand their responsibilities to improve different aspects which, in turn, develop their leadership and responsibility skills effectively.

Leaders, including governors, use an effective range of self-evaluation procedures to measure the effect of provision on pupils' progress. Through learning observations, scrutinising work and professional discussions, they develop a clear understanding of the school's strengths and areas in need of improvement.

Leaders provide staff with purposeful professional learning arrangements that help them develop their knowledge, understanding and skills effectively. On the whole, these arrangements align with staff’s teaching needs, pupils’ learning and the school’s and national improvement priorities.

Staff prepare pupils beneficially 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 based on the site. In addition, transition arrangements with the local secondary schools are successful which support pupils to build confidence as part of the beneficial transfer arrangements.

The productive relationship between the school and parents is a strength. The headteacher communicates effectively with parents and shares relevant information about pupils' progress and the school’s activities in a timely manner.

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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Publication date: 23/11/2026