



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Ysgol Llanbedrog

**Llanbedrog
Pwllheli
Gwynedd
LL53 7NU**

Date of inspection: March 2024

by

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

About Ysgol Llanbedrog

Name of provider	Ysgol Llanbedrog
Local authority	Cyngor Gwynedd
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	94
Pupils of statutory school age	65
Number in nursery classes (if applicable)	11
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.7%)</i>	4.1%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 13.2%)</i>	14%
Percentage of statutory school age pupils who speak Welsh at home	38.5%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	02/09/2013
Date of previous Estyn inspection (if applicable)	07/05/2014
Start date of inspection	18/03/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from 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.

Overview

Nearly all pupils enjoy their time at the school, which is friendly, caring and supportive. They take pride in their school and make a significant contribution to its wonderful ethos. Pupils are very well behaved and treat others with consistent respect and courtesy. One of the school's notable qualities is the way in which staff ensure that the Welsh language and Welsh culture are at the heart of the school's life and work. As a result, nearly all pupils speak and communicate confidently in Welsh in a range of different contexts. Most pupils make sound progress in developing their literacy skills in both languages, and their numeracy and digital skills.

The school's curriculum provides a wide range of interesting and stimulating experiences across the areas of learning and experience. Pupils' views are an important part of the process of planning activities and, as a result, nearly all pupils apply themselves enthusiastically to their experiences. Staff foster a positive environment in the classrooms, which are active and purposeful learning communities. Teachers use a suitable range of effective teaching methods. However, by over-directing learning, they have a tendency to limit the oldest pupils' ability to make decisions about how they record and present their work.

The headteacher has a clear and robust vision for the school. She is supported enthusiastically by staff and governors, who share this vision successfully with everyone in the school community. A strong sense of teamwork ensures that all members of staff feel that their contribution is valued by leaders. They share effective practices purposefully amongst themselves and with colleagues in neighbouring schools. Staff participate fully in the school's self-evaluation processes and, as a result, they have a sound understanding of the school's strengths and areas for improvement. This contributes effectively to the school's continuous improvement over time.

Recommendations

- R1 Reduce the use of ready-made worksheets to enable the oldest pupils to make choices about how they record and present their work

What happens next

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

Main findings

Learning

A minority of pupils start school with secure Welsh oracy skills. Many pupils' literacy, numeracy and social skills correspond to what is expected for their age and stage of development. During their time at the school, most pupils make strong progress in a wide range of skills, including the Welsh language, and become mature members of the school community.

Nearly all pupils across the school develop their listening skills effectively. In the nursery and reception class, they follow staff's instructions and respond to questions purposefully. As they move through the school, nearly all pupils concentrate for extended periods while listening thoughtfully and maturely to each other's opinions and ideas.

Nearly all pupils' oracy skills develop well in both languages. The youngest pupils use an increasing range of vocabulary purposefully in various situations. For example, pupils in the reception class choose specific words when discussing the content of a familiar story confidently. By Year 2, they talk enthusiastically with adults and each other, by using Welsh of a high standard and full sentences, for example when explaining what ingredients they need to make bird food balls. Nearly all pupils continue to develop their oracy skills well as they develop through the school. They communicate fluently in both language and speak confidently in a range of contexts, for example as Year 5 and 6 pupils discuss the content of historical sources from the local area.

During their time at the school, most pupils' reading skills develop skilfully. Nearly all of the youngest pupils recognise sounds and letters confidently. By Year 1, they read an increasing range of vocabulary correctly, for example when reading imperative verbs. As pupils move through the school, their reading skills in both languages develop extremely effectively. For example, Year 4 pupils read a range of non-fiction texts confidently while gathering information about the mountains of Eryri and use this information purposefully to create a safety pamphlet for climbers.

Most pupils make sound progress in developing their writing skills. The youngest pupils practise their early writing skills by using different equipment purposefully in the indoor and outdoor areas. They begin to form letters correctly and match sounds and letters successfully. By Year 3, many pupils write with increasing independence for different purposes across the curriculum effectively, for example when writing a poem about Mount Snowdon by using couplets and adjectives effectively. By Year 6, most pupils record their ideas effectively and show a good understanding of the characteristics of various forms of writing in both languages. For example, they use rhetorical questions and persuasive language skilfully when writing an information pamphlet for parents about the importance of sleep for children.

Most pupils across the school make sound progress in their numeracy skills. In the nursery and reception class, they count confidently up to ten and identify and match objects and numbers successfully, for example when identifying and matching numbers in the sand. In Years 1 and 2, most pupils develop their skills confidently in

a number of situations, for example when calculating and measuring by using standard units when creating a model of a house. Most Year 2 pupils identify the properties of 2D shapes and read the time on an analogue clock successfully. Most pupils in Years 5 and 6 apply their mathematics skills confidently in a range of numeracy contexts across the areas of learning. For example, they use their knowledge and understanding of charts and graphs to analyse bus timetables, by using the information to calculate the time it takes to travel from one area to another.

Most pupils' digital skills develop well. The youngest pupils use a variety of apps effectively when interacting in the learning areas. They use a tablet computer confidently to enrich their learning, for example when recording a video of each other while conducting interviews with characters in a book. The oldest pupils use a range of programs confidently, for example when inputting data in a database on the height of mountains in Wales. They combine images, sound and video in a presentation effectively, for example to create an advertisement to attract visitors to Pwllheli during the Victorian era.

Across the school, pupils develop their creative skills extremely successfully through a wide range of artistic activities including drama, dance, art and music. They use a good range of resources to emulate the art styles of famous Welsh artists and enjoy performing in concerts and eisteddfodau. As a result, this has a positive effect on pupils' confidence in presenting themselves creatively, including their ability to develop their Welsh speaking skills effectively.

Nearly all pupils develop their physical skills well. They take part in a variety of activities that promote their health and well-being effectively. For example, the youngest pupils develop their balancing skills effectively by using a range of equipment, which includes controlling bicycles and taking part in activities in the adventure playground. The oldest pupils take part in team games such as football and netball and develop robust skills in physical education activities.

Well-being and attitudes to learning

Nearly all pupils are happy within the school's welcoming and inclusive environment. Nearly all pupils are very well behaved in the classroom and during break time and they treat each other, adults and visitors with consistent respect. The way in which the oldest pupils support the younger ones is a strength, for example as they play games together on the playground. Nearly all pupils feel safe and confident that staff respond to their concerns promptly. As a result, the sense of being a member of one big family permeates the life and work of the school.

Nearly all pupils develop a sound understanding of the importance of being moral and principled citizens. Through a wide range of experiences, including contributing to various charities, they develop a good understanding of the needs of others and the importance of including everyone in society and treating them with respect. Through their themes and activities, they learn about strong values including diversity and equality and the need to respect other cultures and beliefs.

Most pupils develop a sound understanding of their rights. They enjoy taking part in regular circle time sessions which provide them with beneficial opportunities to discuss their feelings and share concerns. They have a good awareness of how to

stay healthy, including the importance of exercise and maintaining a balanced diet. They enjoy taking part in a wide range of physical activities that are provided for them, including football, netball, dance, cricket and athletics competitions. Most pupils have a sound knowledge of online security, for example when setting a password to keep their digital workspaces safe and what steps to take should a stranger try to contact them online. As a result, nearly all pupils develop important lifelong skills and develop into individuals who show resilience and perseverance.

Nearly all pupils value the opportunities they are given to influence what they learn. For example, at the beginning of a new theme, they contribute their ideas about what they already know and convey what they would like to learn further. Pupils who are on the many committees contribute their ideas enthusiastically on how provision can be developed and improved for them. For example, pupils who are part of the school council have played a prominent part in deciding on and ordering play equipment for during break times.

Most pupils develop as ambitious and skilful learners who are very willing to learn. They show enthusiasm and a high level of commitment to their tasks and achieve effectively within their activities. When faced with new and unfamiliar learning experiences, they show perseverance and curiosity and work together effectively. However, pupils are not always given enough purposeful opportunities to decide how they would like to present their work, particularly in the school's upper years. Most pupils respect their peers' achievements and are ready to support each other regularly. They are ready to listen to each other's contributions, which is a means of extending their knowledge and understanding further. For example, pupils in Years 3 and 4 benefit from discussing and sharing their ideas about current affairs, such as the dangers of pollution, including the impact of litter on Mount Snowdon.

Most pupils respond positively to staff feedback. They read over their work enthusiastically and correct errors as appropriate. They have a sound understanding of the next steps in their learning to improve and develop further.

Teaching and learning experiences

All staff have a close and warm working relationship with pupils. They treat all pupils with kindness and respect, which creates an inclusive and caring environment. Teachers plan activities skilfully to ensure that most pupils achieve well and enjoy learning in valuable experiences that develop their knowledge, skills and understanding purposefully. Staff are passionate about the Welsh language and take advantage of every opportunity to develop and refresh pupils' spoken Welsh skills. They foster a strong Welsh ethos, along with creative provision which encourages pupils to make purposeful use of the Welsh language in all aspects of school life. As a result, they develop as competent and confident learners.

The school's arrangements for introducing Curriculum for Wales are developing effectively. Teachers work together and plan purposefully to provide interesting and stimulating experiences for pupils that cover the areas of learning comprehensively. Staff provide purposeful opportunities for the youngest pupils to work together in the learning areas to develop their creative skills effectively. In the school's upper years, teachers plan valuable opportunities for pupils to deepen their knowledge and understanding of a variety of areas such as geography, for example as they compare

the height of the land in the local area and present this information skilfully in graphs and charts.

One of the prominent strengths is the way in which teachers plan purposefully to develop a range of pupils' literacy, numeracy and digital skills. A firm priority is placed on developing pupils' Welsh and English reading skills. Teachers plan together effectively to provide a range of opportunities for pupils to write for different purposes and in a real-life context. For example, the youngest pupils write postcards based on a character from a familiar story, while the oldest pupils write a factual report explaining the impact of an earthquake on people's lives. Across the school, teachers ensure that there are regular opportunities for pupils to develop their numeracy and digital skills. For example, as part of enterprise work, pupils use spreadsheets effectively to calculate the cost and profit when selling their products in local shops. Through this, pupils are given valuable opportunities to deepen their understanding of profit and loss.

The youngest pupils enjoy learning experiences and make progress in their skills in stimulating activities in the indoor and outdoor learning areas, for example by developing their oracy skills when dressed as a park warden. The oldest pupils enjoy learning about myths and legends and develop their understanding of characters by using a good variety of learning methods. Teachers plan engaging educational visits for pupils, which link purposefully with their themes. For example, the oldest pupils were given a valuable experience when they visited locations that were relevant to the life of Solomon Andrews during their visit to Cardiff. This was effective in deepening pupils' understanding of his influence on the local area by developing land in Pwllheli and purchasing Plas Glyn y Weddw.

Teachers use skilful questioning methods that build on pupils' previous learning and extend their understanding further successfully. They include pupils purposefully in the process of setting aims and criteria to support them to succeed. They provide regular opportunities for pupils to learn independently, in pairs and in small groups, which provides them with rich opportunities to share their ideas and develop their thinking skills further.

Teachers provide purposeful activities that respond appropriately to pupils' individual needs. However, teachers do not always provide enough purposeful opportunities for pupils to make decisions about how they want to record and present their work, particularly in the school's upper years. Teachers support pupils to reflect and improve the standard of their work skilfully. For example, they provide feedback and regular opportunities for the oldest pupils to revisit their work to develop it further. As a result, the range of pupils' skills develops effectively as they move through the school.

Care, support and guidance

The headteacher and staff provide a caring and stimulating community based on strong values. Staff have a thorough knowledge of all pupils and their individual needs. They deal with any issues that arise in a supportive manner and concerns are resolved quickly. As a result of the supportive relationship between pupils and staff, nearly all pupils are happy to come to school, work well together in lessons and play well together during break times.

The school has effective arrangements for supporting pupils with additional learning needs. The headteacher, who acts as the additional learning needs co-ordinator (ALNCo), tracks pupils' progress in detail and evaluates the effect of support programmes on their progress effectively. Purposeful one-page profiles include useful information about pupils' individual needs and what they need to do to develop further. The ALNCo provides opportunities for parents, staff and pupils to contribute purposefully to pupils' individual development plans. Staff evaluate pupils' progress against their targets to support them to make progress in their skills over time.

Teachers provide valuable opportunities for pupils to keep fit and take care of their emotional well-being. For example, pupils are given purposeful opportunities to undertake a wide variety of sports activities along with outdoor pursuits through residential visits to the Urdd camps. Daily opportunities to discuss and share feelings and mindfulness sessions contribute beneficially to promote pupils' well-being and resilience. As a result, nearly all pupils enjoy school and are ready to undertake their learning tasks enthusiastically.

Teachers make the most of the local area to deepen pupils' knowledge and understanding of its history and heritage. The school has close links with various local organisations, including Plas Glyn-y-weddw Gallery, places of worship and local shops. This provides rich opportunities for pupils to strengthen their knowledge of and pride in their *cynefin* or local area. Teachers promote nearly all pupils' sense of identity effectively by providing rich opportunities for pupils to celebrate the Welsh language and Welsh culture. For example, pupils learn about important events in Welsh history by taking part in plays, including a performance commemorating the Aberfan disaster. Valuable opportunities are provided for pupils to develop their Welsh oracy skills and self-confidence through performances in the school and national eisteddfodau.

The school promotes pupils' spiritual, moral and social development purposefully. Pupils are given interesting and beneficial opportunities to reflect on values and develop the knowledge and understanding that they need to understand and appreciate a diverse world. Opportunities are provided for pupils to learn about different religions, for example by researching and comparing a range of traditions relating to food. Collective worship sessions, including visits to the local church and chapel to celebrate occasions such as Christmas, are an effective means of promoting these aspects.

Teachers provide valuable opportunities for pupils to develop their knowledge and understanding of equality, diversity and inclusion effectively. Through activities as part of Black history month, for example, pupils learn about the historical struggle to ensure human rights for all, including the achievements of Betty Campbell.

The school gives a central place to promoting the pupil's voice in the life and work of the school. The good range of councils succeed in developing pupils' knowledge, skills and confidence effectively. For example, members of the *Grŵp Gwyrdd* (Green Group) develop ideas and influence their peers by introducing bird feeders on the school grounds and food recycling bins in each class.

Nurturing pupils' creativity is a strength of the provision that has an extremely positive influence on pupils' well-being and development. Teachers provide purposeful

opportunities for pupils to nurture their ideas and skills through a variety of creative media. For example, pupils develop their art skills successfully by creating 3D models of the sculpture on Mynydd Tir y Cwmwd. The school is proactive in inviting a range of professional artists, for example musicians, poets and artists, to enrich provision and broaden pupils' horizons. Staff provide opportunities for pupils to participate in performances and events individually and in groups. This fosters their expressive and creative ability effectively and develops a wide range of pupils' skills and self-confidence.

The school has a strong culture of safeguarding. Staff have a sound understanding of safeguarding processes and leaders respond appropriately to any individual cases, by working effectively with other agencies. The school's processes for ensuring pupils' punctuality and regular attendance are sound.

Leadership and management

Leaders have a robust vision based on developing a range of pupils' skills within an inclusive, friendly and Welsh environment. A clear priority is given to developing the well-being of all pupils and their ability to respond maturely to any concerns or difficulties they face. The headteacher is supported enthusiastically by extremely dedicated staff who share this vision effectively with pupils and the wider school community.

Leaders ensure that the sense of teamwork is effective across the school. All members of staff have a good understanding of their roles and responsibilities. They are responsible for particular aspects of the school's work and contribute purposefully to ensuring that most pupils, including those with additional learning needs and those who are affected by poverty, make sound progress in their skills over time. Firm plans are implemented to develop pupils' Welsh and English oracy, reading, writing, numeracy and digital skills.

Leaders and teachers have a sound understanding of the school's main strengths and areas for improvement. They use a range of purposeful activities to evaluate standards and teaching, including monitoring plans, scrutinising pupils' work and conducting learning walks. This has supported leaders to identify the need to improve some specific aspects of pupils' skills, including their quick calculation skills. Through this, leaders have worked strategically to introduce a plan to improve pupils' number skills across the school. This has a positive effect on most pupils' knowledge and understanding to apply their number skills to a good variety of real-life contexts.

Leaders create a positive culture and ethos to promote and support the professional learning of all staff. All members of staff are given regular opportunities to attend courses and training that link directly to their individual needs and the school's strategic priorities. They share ideas and best practice purposefully with each other and colleagues in other schools. This contributes robustly to the school operating as a learning organisation. Leaders have worked diligently to create a strong culture of reading across the school. As part of their termly themes, teachers provide rich opportunities for pupils to deepen their understanding of their themes. This is done by reading novels together that link effectively with their work and the purposeful use of reading mats across the areas of learning. This has a very positive effect on pupils' reading skills and their satisfaction in reading a range of non-fiction and fiction texts.

The governing body operates effectively to support and challenge leaders purposefully. They participate fully in self-evaluation processes and highlight effective teaching and learning practices and areas for improvement. Leaders, including members of the governing body, manage the budget robustly to support strategic priorities. Effective use is made of grants, including the pupil development grant, to improve pupils' outcomes. Through these grants, literacy, numeracy and social skills support programmes are provided purposefully to specific learners.

The governing body takes advantage of opportunities to promote healthy eating and drinking, for example by encouraging pupils to eat fruit and drink water during the day. Leaders ensure that a culture of safeguarding pupils is prominent at the school. All members of staff have a sound understanding of the safeguarding procedures.

The school has a close and constructive relationship with parents and the local community. The headteacher includes parents' comments when making strategic decisions about the provision that is offered to pupils. Parents are given suitable opportunities to influence the school's work. For example, they suggest ideas about the content of the school's curriculum and contribute their ideas on how the security of the school grounds can be improved. Staff use the community extremely effectively to expand provision and the opportunities that are available to pupils. As part of the enterprise projects, pupils are given purposeful opportunities to work with local businesses to sell their products. This develops their understanding of important concepts and the contribution of local businesses in the community effectively.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons, 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

Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales>)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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