Dros ddysgwyr, dros Gymru
For learners, for Wales

This letter is also available in Welsh

Nia Elen Walker
Ysgol y Garreg
Llanfrothen
Penrhyndeudraeth
Gwynedd
LL48 6LJ

11/06/2025

Dear Nia Elen Walker

Interim Visit: May 2025

A team of inspectors visited Ysgol y Garreg recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took advantage of the opportunity to observe teaching and learning, talk to pupils and staff, consider documentation and look at samples of pupils' work. Below is a summary of the findings of the visit.

Focus of visit

Ensure an appropriate level of challenge to support pupils to develop their skills to the best of their ability

- Leaders have provided a range of beneficial professional learning experiences for teachers to support them to deepen their awareness and sound understanding of effective teaching methods and how to challenge pupils' learning.
- Teachers hold beneficial progress sessions regularly, discussing each pupil's achievement and the support and challenge they need to achieve well. This gives them a good understanding of the needs of all pupils, which supports them to plan and provide purposeful learning experiences for them across the areas of learning.
- Staff support pupils with additional learning needs (ALN) effectively. As a result of beneficial co-operation between teachers and support staff, a variety of inclusive learning strategies are provided which ensure that pupils with ALN make sound progress against their personal targets.

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Teachers use questioning methods to support and challenge pupils effectively. Most pupils respond positively to feedback and discuss their progress maturely. As pupils move through the school, they develop an increasing understanding of how to evaluate and improve their learning.
- Most pupils speak confidently about their learning experiences. They are aware of the importance of challenging themselves and are keen to complete tasks independently, when appropriate. They work well together and encourage and support each other effectively.

Provide opportunities for pupils to undertake leadership roles to contribute to the work and wider life of the school

- Leaders have established a school council that is aware of its responsibilities and the members take them seriously. They consider the ideas of their fellow pupils when making decisions that affect all pupils, such as organising an end-of-year educational trip.
- Members of the school council meet regularly and discuss the purposeful issues maturely. They record their decisions and identify steps to implement them conscientiously. They inform all pupils and parents about the activities they have organised successfully, for example verbally, by displaying posters and by sending letters home. They also convey the results of their actions successfully to all partners.
- Leaders arrange for older pupils to be responsible for writing a comprehensive newsletter at the end of each term, which summarises the school's news in an engaging manner for the reader. Under the supervision of staff, pupils distribute the newsletter to neighbouring houses and the local café, which build on the sense of community and of belonging to their local area.
- Leaders ensure that the voice of each pupil is part of whole-school decisions. They provide an ideas box for pupils to submit ideas and comments anonymously. They also hold whole-school discussion sessions, when applicable, such as when gathering ideas about how to promote the Welsh language with their friends across the school.
- Staff have allocated duties to pupils to develop their leadership roles. Pupils discharge their duties conscientiously and contribute skilfully to the running and organisation of the school.
- Staff ensure that each pupil's voice is included when planning the termly themes. Teachers discuss ideas with pupils and often refer to current events, both locally and globally. Older pupils record their ideas and they are included in the term's activities, as appropriate.

The school's most recent core inspection report and further information on the process and purpose of interim visits can be found on our website:
http://www.estyn.gov.wales/provider/6612198

Yours sincerely

Liz Miles
Assistant Director