

**A report on**

**Ysgol Abercaseg**

**Bethesda  
Bangor  
Gwynedd  
LL57 3PL**

**Date of inspection: June 2025**

**by**

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

**This report is also available in Welsh**

## About Ysgol Abercaseg

Name of provider	Ysgol Abercaseg
Local authority	Gwynedd Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Welsh
Type of school	Primary
Religious character	*
Number of pupils on roll	84
Pupils of statutory school age	43
Number in nursery classes	20
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> ( <i>The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%</i> )	24.8%
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 11.1%</i> )	23.3%
Percentage of statutory school age pupils who speak Welsh at home	41.9%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/04/2020
Date of previous Estyn inspection (if applicable)	01/02/2018
Start date of inspection	16/06/2025

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](https://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

Ysgol Abercaseg provides a stimulating curriculum that prioritises pupils' development as proud, responsible and ambitious citizens. They offer meaningful learning experiences that foster strong links between the school, their community and the Welsh language. Teachers plan sessions that provide a challenge in pupils' learning and build on their interests skilfully. They use the local environment creatively to broaden pupils' horizons and to deepen their awareness of their identity. Pupils take an active part in community activities and show obvious pride as they contribute enthusiastically to the life of the village.

Most pupils make sound progress in their literacy, numeracy and digital skills. They develop as enthusiastic speakers and confident readers who communicate intelligently and discuss their learning effectively. Pupils' writing skills develop skilfully, with the older pupils writing maturely for different purposes. Most pupils develop their mathematics and digital skills purposefully in interesting activities. Purposeful opportunities are provided for them to develop their thinking skills independently in activities that encourage them to solve problems and overcome difficulties in their learning.

On the whole, teachers use effective teaching methods that encourage pupils to work together successfully. They question in detail and challenge pupils to think more deeply about their learning. Pupils respond positively to support and show robust attitudes to their learning. However, at times, staff over-lead pupils' learning which reduces the opportunities for them to learn independently.

Staff promote pupils' care and well-being extremely effectively. They forge a positive working relationships with pupils, which supports learning successfully. This contributes effectively to the positive behaviour of most pupils and fosters healthy attitudes to learning.

The governing body provides relevant support and challenge to leaders in a constructive manner. The school's self-evaluation and improvement planning processes are robust, but leaders do not always ensure that self-evaluation procedures are as thorough across the whole federation.

## **Recommendations**

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

- R1. Provide regular opportunities for pupils to develop their independent learning skills
- R2. Strengthen self-evaluation and improvement planning procedures across the federation

## **What happens next**

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

## Main evaluation

Staff work together successfully to develop a stimulating curriculum for pupils that celebrates the unique heritage of the area. Staff share the headteacher's passionate vision for developing pupils into principled citizens who are proud of their community and the Welsh language. As a result, pupils demonstrate the school's motto: 'Gorau addysg, cael gwreiddiau' successfully.

In most learning sessions, staff offer opportunities and experiences for pupils to develop their skills purposefully by committing themselves to engaging and interesting tasks and challenges. Teachers plan jointly to ensure that the curriculum is current and relevant while reflecting the historical, cultural and linguistic roots of the local area. They foster pupils' appreciation of their community and ensure that the Welsh language is a core part of their learning experiences within and beyond the school. Pupils benefit greatly from regular visits to the local community, by holding services in a residential home, visiting local businesses and joining community groups which conserve the village. As a result, pupils begin to show a consistent awareness of their local area, an understanding of their heritage and pride in the Welsh language.

The majority of pupils start at the school with literacy, numeracy and social skills that are below what is expected of their age and development stage. As most pupils' skills improve, they make sound progress, including pupils with additional learning needs (ALN) and those affected by poverty. Most develop their listening and communication skills effectively by discussing their learning enthusiastically with their peers and adults. They develop into confident and mature speakers. The early reading skills of many of the youngest pupils develop robustly which provides a strong foundation for further development. As a result, pupils develop into confident and independent readers, who show pure enjoyment of reading. The writing skills of many pupils develop appropriately as they write extended pieces independently for a range of purposes.

Most pupils respond positively to the extensive opportunities that are provided for them to apply their mathematics and digital skills in a variety of contexts. They immerse themselves in learning experiences eagerly, and as a result, develop an innate curiosity and confidence in facing new challenges while learning individually, in pairs and in groups successfully. Teachers and assistants question pupils intelligently, by asking questions that provide a challenge and encourage them to think deeply and reason their learning in order to succeed. Pupils respond positively to purposeful feedback and show resilience when addressing tasks. However, at times, staff tend to over-lead pupils which limits pupils' opportunities for independent learning.

Teachers and assistants promote pupils' well-being extremely effectively, which contributes purposefully to supporting pupils to enjoy their learning. They foster a positive and supportive working relationships with pupils which contributes purposefully to their ability to know the pupils and their families well to support them to develop positive attitudes to learning and make progress in their skills. As a result, nearly all pupils have positive attitudes to learning and behave exceptionally well in their learning and play.

The federation's ALN co-ordinators work together effectively to identify and act on pupils' needs promptly. They have a successful relationship with a wide range of external professional partners. These help to strengthen provision and provide valuable advice and guidance for staff and parents. Teachers and coordinators demonstrate a sound understanding of pupils' needs, interests and progress. This ensures that pupils with ALN benefit from specific support, with most making good progress from their starting points.

Leaders have effective arrangements to support pupils as they move from one class to another within the school, including when pupils move to Ysgol Pen-y-bryn. This ensures that pupils settle well into their new learning environment and continue to make consistent progress.

The headteacher is supported by a dedicated and enthusiastic team of staff who share his passion for pupils' well-being and the need to support all pupils to succeed. Staff at both schools within the federation work together successfully on many aspects to promote pupils' skills and provide them with an exciting and stimulating curriculum. Leaders ensure that staff take advantage of valuable professional learning opportunities which contribute successfully to raising pupils' standards across the federation.

The school's self-evaluation and improvement planning processes are robust. Leaders and staff conduct an appropriate range of monitoring and quality assurance activities which identify strengths and areas for improvement accurately. However, leaders do not always ensure that self-evaluation procedures are robust enough across the federation to identify the improvement priorities effectively enough. As a result, provision does not always support pupils to make consistent progress in their skills.

Governors have a sound understanding of their responsibilities in supporting leaders to lead and ensuring the consistent running of the federation. They visit the schools regularly and organise beneficial monitoring activities to improve their knowledge of the schools. They scrutinise work and talk to pupils, concentrating on a specific focus of the curriculum and supporting leaders consistently. They have a good awareness of aspects of pupils' learning, for example the progress in their oral skills.

## **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 questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee 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, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, 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 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

## Appendix 1: Numbers – quantities and proportions

The report refers 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  
(<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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**This document has been translated by Trosol (Welsh to English).**