

A report on

Ysgol Eifion Wyn

**Porthmadog
Gwynedd
LL49 9NU**

Date of inspection: October 2025

by

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

This report is also available in Welsh

About Ysgol Eifion Wyn

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| Name of provider | Ysgol Eifion Wyn |
| Local authority | Gwynedd Council |
| Language of the provider | Welsh |
| School category according to Welsh-medium provision | Category 3 |
| Type of school | Primary |
| Religious character | Not applicable |
| Number of pupils on roll | 212 |
| Pupils of statutory school age | 164 |
| Number in nursery classes | 25 |
| 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%) | 10.2% |
| 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%) | 9.1% |
| Percentage of pupils who speak Welsh at home | 58.5% |
| Percentage of pupils with English as an additional language | 9.0% |
| Lead partner in Initial teacher education | No |
| Date of headteacher appointment | 01/01/2024 |

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October 2025

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| Date of previous Estyn inspection (if applicable) | 26/05/2017 |
| Start date of inspection | 13/10/2025 |

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

Ysgol Eifion Wyn is a supportive and inclusive community that places a robust emphasis on pupils' well-being and progress. The interim headteacher has a clear vision which ensures that pupils have appropriate learning experiences in engaging and caring learning environments. This contributes purposefully to positive behaviour and a willingness to learn among pupils.

The interim headteacher's purposeful vision, which includes meaningful contributions from staff and the wider community, supports the school's improvement practices effectively. However, the leadership roles are not well-established or sustained across the school.

Teachers and assistants work together enthusiastically. They are skilful language models and focus effectively on promoting pupils' care and learning. This results in good progress in pupils' literacy, numeracy and digital skills, considering their starting points. Staff work diligently with parents and external agencies and know pupils' needs well, including pupils with additional learning needs (ALN).

On the whole, teachers provide sessions that stimulate pupils effectively and enable them to make appropriate progress. However, the quality of teachers' teaching and the challenge they provide to pupils is not consistent across the school. Staff allow pupils to make independent choices that do not address the next steps in their learning purposefully, and this hinders their progress. In addition, teachers' feedback does not challenge pupils to improve their work consistently enough. Teachers plan suitable activities for pupils to develop their skills across the areas of learning. However, pupils do not have enough challenging opportunities to apply their skills at appropriate levels of learning across the curriculum.

Staff and pupils foster close and loyal working relationships. They encourage pupils to co-operate and share ideas and feelings successfully, which develops their respect for other people intelligently. Staff ensure that pupils develop beneficial personal, social and creative skills, which create a good awareness of their cynefin, or local area, and a strong cultural appreciation.

Recommendations

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

- R1. Ensure well-established and sustained leadership roles across the school
- R2. Ensure consistency in effective teaching practices and provide beneficial feedback to challenge all pupils' learning
- R3. Provide purposeful activities that support pupils to apply their skills at appropriate levels in their work across the curriculum

What happens next

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

Main evaluation

The school is a happy and inclusive learning community. The interim headteacher sets an effective strategic direction for the school and has robust expectations of herself, staff and pupils. She works diligently with the leadership team, staff and governors to ensure engaging and relevant learning experiences for pupils. Leaders are beginning to convey a clear vision intelligently. This is based on providing interesting learning experiences for pupils, and providing well-being assurance for all members of the school community.

The interim headteacher's leadership is sensible and conscientious. She ensures that the whole leadership team considers a wide range of evidence to identify the school's improvement priorities. These focus on developing the provision further to improve pupils' learning and well-being. All staff and governors contribute well to specific aspects of the evaluation procedures, and most of them have a clear understanding of their roles in focusing on developing the provision further. However, at present, the leadership roles are not well-established or sustained across the school.

Leaders promote a positive culture to promote, develop and support staff's professional learning. They share ideas and develop sound and relevant practices purposefully, which contributes effectively to the school's ethos as a learning organisation. Leaders support staff to reflect and consider the effect of professional learning on pupils' well-being, skills and progress. For example, staff hold regular discussions to discuss pupils' local area, assessment practices, and to trial new principles to support their professional learning.

Leaders foster effective professional relationships with parents. The continuous co-operation and communication promotes the school in its community successfully. Leaders know the needs of pupils and their community well and offer valuable opportunities for parents to support their children's well-being and learning. For example, staff hold beneficial activities with parents and pupils to enrich engagement with the school. These include visits to the school by the library and creative practitioners, who support parents to understand their children's work, well-being and progress.

On the whole, teachers explain tasks clearly and support pupils to contribute to their learning intelligently. This engages and maintains many pupils' interest in their learning and enables them to make good progress, considering their starting points. In the best practice, teachers ensure a good pace to lessons and use a range of purposeful resources to support pupils' learning. However, too often, staff provide independent learning activities that do not challenge pupils to apply or develop their skills purposefully enough, and this hinders their progress. As a result, teachers' high expectations and teaching practices are inconsistent, especially in providing pupils with a challenge in order to

support them to achieve successfully. In addition, teachers' feedback does not give pupils enough of a challenge to improve their work completely effectively.

Teachers across the school are effective language models and implement robust expectations in terms of both Welsh and English. They encourage pupils positively to speak Welsh and make purposeful use of the language as a core part of their learning and play. Many pupils have enthusiastic attitudes to speaking Welsh and strive regularly to communicate increasingly spontaneously in different contexts. As a result, by the end of their time at the school, most pupils are confident and eloquent to communicate in both languages.

Teachers planning to develop pupils' literacy skills is effective. The early reading and writing skills of most of the youngest pupils develop well. Pupils use their early marks confidently, and as their skills develop further, they begin to write sentences, demonstrating a beneficial awareness of basic spelling and punctuation. Many pupils at the top of the school develop sound reading and writing skills in both languages and in a range of useful forms.

Overall, teachers present and provide activities and mathematics resources that are useful. As a result, the teaching ensures that many pupils develop a range of good numeracy skills. In addition, teachers provide interesting opportunities for pupils to develop their digital skills. However, pupils do not have enough challenging opportunities to apply all their skills at appropriate learning levels in their work across the curriculum.

Teachers provide a suitable curriculum that develops pupils' understanding well of their local area and the wider world, for example by learning about the mountains and marine history of the local area. However, planning does not develop pupils' skills systematically and gradually during learning activities and over time completely effectively. Teachers plan sensible opportunities for pupils to discuss important issues such as relationships and diversity, and purposeful experiences to develop pupils' positive spiritual and moral attitudes. As a result, pupils show respect for others and develop their awareness of different identities successfully and demonstrate a positive attitude to learning. They work together enthusiastically and foster loyal relationships with staff. They listen carefully to teachers and take pride in their progress, behave well and contribute meaningfully to class discussions.

Provision for pupils with ALN is co-ordinated well. The provision meets the needs of most pupils who require additional support effectively. Staff work successfully in partnership with external agencies to support pupils. Most pupils with ALN make good progress in line with their targets and starting points.

Staff provide engaging learning environments to encourage success and enthusiasm among pupils. This promotes pupils' well-being and progress well. There is a sensible range of quiet spaces for pupils to use, when required, including valuable intervention areas. They are used wisely by staff to support pupils' well-being and to calm individuals in cases of anxiety before they resume their learning.

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/carers 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: 15/12/2025