

A report on
Ysgol Llanllyfni

Llanllyfni
Caernarfon
Gwynedd
LL54 6SH

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 Llanllyfni

Name of provider	Ysgol Llanllyfni
Local authority	Gwynedd Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Welsh Medium
Type of school	Primary
Religious character	
Number of pupils on roll	77
Pupils of statutory school age	53
Number in nursery classes	12
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%)	14.4%
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%)	11.3%
Percentage of pupils who speak Welsh at home	77.4%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/10/2023

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Date of previous Estyn inspection (if applicable)	22/03/2017
Start date of inspection	06/10/2025

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

The school is an inclusive learning community that fosters the values of Welshness, courtesy and respect successfully, by supporting pupils to achieve well. The headteacher provides clear and wise leadership, appreciating everyone's contribution to providing a complete education for pupils. Staff are committed to maintaining high standards of care and wellbeing in a homely and supportive learning environment.

Staff use the Welsh language purposefully which has a positive effect on the development of pupils' oral skills from an early age. Effective co-operation between staff leads to planning stimulating learning and play experiences that support pupils' wellbeing and educational development effectively.

Most pupils make good progress in developing knowledge, understanding and skills that are appropriate to their ages and development stage. They develop Welsh literacy skills skilfully, by contributing purposefully in class discussions and expressing their views clearly. However, the purposeful opportunities that teachers provide to support pupils to develop and apply their English writing skills are limited. Pupils' mathematics and digital skills develop appropriately.

Pupils develop their creative skills skilfully by taking part in collaborative projects, contributing ideas and building on each other's work confidently. In general, teachers offer regular opportunities for pupils to work independently and work together to solve learning challenges through suitable themes. The activities that are presented by staff are not always challenging enough to meet the learning needs of all pupils in full.

Self-evaluation and quality assurance arrangements are thorough. Governors provide purposeful support to the headteacher and staff, demonstrating a clear awareness of the school's strengths and priorities for improvement and providing an appropriate balance of support and challenge.

The school's parents are happy that their children attend a caring school that plays a central role in the life of the local community.

Recommendations

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

- R1. Expand the purposeful opportunities to develop pupils' writing skills in English
- R2. Provide activities that challenge all pupils' learning to achieve in full

What happens next

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

Main evaluation

The headteacher is a strong and conscientious leader. He has a clear vision that is based on providing engaging and rich learning experiences that engage pupils' interest skilfully. As a result of sharing the vision successfully with pupils, parents, staff and the wider community, the school is an effective learning community that is full of enthusiasm and excitement.

The headteacher is supported by a team of dedicated and effective staff. They work together diligently to ensure stimulating experiences that motivate pupils to learn and nurture their natural curiosity successfully. There is a close working relationship between pupils and staff that supports trust from a culture of care and wellbeing successfully. They know the pupils thoroughly and create an inclusive and positive environment for learning, such as the school garden. The school's vision of 'discovering new things, succeeding together' promotes respect and empathy, by supporting that all pupils to engage positively with school life and feel a key part of its community. Learning assistants support pupils effectively across the school. As a result, pupils, including those with additional learning needs (ALN) and those affected by poverty, behave well and make sound progress from their starting points.

Leaders and staff place a clear emphasis on developing the Welsh language. Staff are effective language models who encourage and support pupils to develop and use the language in all aspects of the school's work. Pupils respond positively and are extremely proud of their ability to communicate in Welsh and English confidently with their peers and adults by the time they reach the top of the school.

Leaders and staff have a clear vision for delivering a broad, rich and up-to-date curriculum that is rooted effectively in the learning activities for pupils. They provide valuable visits and learning experiences locally and beyond, including visits to local castles to deepen their understanding of Welsh history. As a result, pupils' awareness and ownership of their local community, Wales and the wider world develops successfully.

Most pupils' attitudes towards their learning are positive. They recall previous learning successfully while responding enthusiastically to the probing questions of staff and to each other's contributions. As pupils move through school, most develop increasing confidence and persevere for extended periods. As a result, they develop into confident learners who are ready to learn in a good variety of learning experiences. Teachers introduce effective teaching methods that support pupils' self-control and independence. They provide interesting learning experiences to inspire pupils to learn. However, staff do not always provide activities that are challenging enough to meet the learning needs of all pupils in full.

Staff plan purposefully to develop pupils' skills. From an early age, pupils develop social, physical and linguistic skills effectively through play in the dedicated areas inside and outside the classroom.

Most pupils' listening, speaking and reading skills develop effectively. By the top of the school, pupils read by using various voices and differentiating between different types of texts well, confirming the importance of reading regularly and enjoying immersing themselves in books.

Many pupils form letters correctly from an early age, and use appropriate adjectives when recreating stories and fairytales, such as *Cantre'r Gwaelod*. As they move through the school, they continue to develop their writing skills effectively in Welsh. However, the purposeful opportunities that teachers provide for pupils to develop and apply their English writing skills are limited.

Most pupils' mathematics and numeracy skills develop strongly. From an early age, they recognise numbers to ten and use their knowledge of the properties of regular shapes confidently. They benefit from the hands-on experiences in the outdoor water and construction areas. As pupils move through the school, they build on their number skills purposefully by solving oral problems with increasing confidence. Most pupils' digital skills develop appropriately. Across the school, most develop physical skills with increasing confidence and proficiency, which includes competing in sports against other schools.

Pupils develop their creative skills skilfully by taking part in collaborative projects, contributing ideas and building on each other's work. For example, the oldest pupils benefit from creative dance learning sessions by a national ballet company and performing in a local theatre. As a result, they develop confidence, creative expression, and strong co-operation skills effectively.

Arrangements for pupils with ALN are effective and well implemented. Leaders ensure that support is timely and appropriate, with staff working closely with parents and external partnerships. The provision is reviewed regularly, and the effect of the support on pupils' confidence and progress is clear. As a result, pupils with ALN are engaged fully in their learning.

The school has strong links with the local community. Pupils participate in community services, performances and campaigns successfully, and support initiatives such as 'Dementia Friends'. These experiences foster empathy, care, and a sense of responsibility for each other and others successfully.

Staff provide effective opportunities for pupils to develop sound values and explore their spiritual and ethical beliefs. During joint worship sessions, teachers provide purposeful

opportunities for pupils to learn about important values including equality, rights, and fairness. Through this, pupils have a good understanding of the need to treat everyone in society with respect.

The pupil's voice is an appropriate element of the life and work of the school, such as when presenting ideas for activities that align with the themes. In voice group activities, pupils are given appropriate opportunities to voice opinions, influence decisions and promote positive values across the school. As a result, they contribute to promoting the Welsh language, improving play areas and fostering a sense of responsibility towards each other.

The headteacher and staff have established purposeful arrangements for monitoring the provision and planning for improvement. They use an appropriate range of evidence sensibly in order to evaluate the provision and the effect on standards. As a result, they have a sound understanding of the school's strengths and the areas for improvement.

Governors are supportive of the school and show a thorough understanding of their roles and responsibilities. They undertake a suitable range of monitoring activities that promote their understanding of the school's strengths and areas for improvement.

Leaders ensure that supporting staff wellbeing is a continuous priority. They are mindful of staff's responsibilities and provide purposeful support in order to promote their emotional wellbeing. For example, the headteacher allocates regular time to talk to staff about their work and discuss any successes or concerns they have as well as their aspirations for the future.

The parents are happy that their children attend a school that is one supportive family and central to the life of the local community.

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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Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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