

A report on

Ysgol Bro Hedd Wyn

**Trawsfynydd
Blaenau Ffestiniog
Gwynedd
LL41 4SE**

Date of inspection: November 2025

by

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

This report is also available in Welsh

About Ysgol Bro Hedd Wyn

Name of provider	Ysgol Bro Hedd Wyn
Local authority	Cyngor Gwynedd
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	64
Pupils of statutory school age	44
Number in nursery classes	12
Percentage of statutory school age 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 21.7%)	6.1%
Percentage of statutory school age 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 9.2%)	15.9%
Percentage of pupils who speak Welsh at home	86.4%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	
Date of headteacher appointment	September 2000

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Date of previous Estyn inspection (if applicable)	07/02/2017
Start date of inspection	24/11/2025

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 Bro Hedd Wyn is an inclusive, caring and close-knit learning community where pupils feel safe and ready to learn. Staff foster sound working relationships with pupils, fostering trust and respect which promotes good behaviour and positive attitudes to learning. As a result, most pupils, including those with additional learning needs, make consistent progress in their skills from their starting points.

The headteacher is an extremely dedicated leader who shares a clear vision for the provision. With the support of a team of conscientious staff, she ensures that the school's core values permeate all aspects of the school's life and work. Staff provide stimulating experiences that promote pupils' natural curiosity and successful recall of their previous learning. They use a good range of effective teaching methods, particularly when modelling polished language and promoting pupils' independent learning skills.

One of the school's notable strengths is the imaginative and purposeful use of digital technology by staff to promote pupils' oracy. From the youngest ages, pupils use a good range of techniques to express their ideas confidently and, as they move through the school, they refine their skills consistently. This contributes purposefully to developing confidence, co-operation skills and developing sound speaking skills.

On the whole, staff support the development of most pupils' reading, writing, mathematics and digital skills well. Learning experiences provided by staff do not challenge pupils, particularly the oldest ones, consistently enough.

Leaders use an appropriate range of activities to evaluate the provision. However, these activities do not focus in sufficient detail on the effect of the provision on pupils' outcomes. Governors know the school well and provide the headteacher and staff with effective support.

Recommendations

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

- R1 Ensure that evaluation processes focus better on the effect of the provision on pupils' outcomes
- R2 Provide learning experiences that challenge pupils' learning consistently, particularly for the oldest pupils

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, supportive and inclusive community that places importance on promoting pupils' well-being and provides stimulating and engaging learning experiences. Staff know the pupils well and form effective working relationships with pupils based on respect and trust. Pupils know whom to approach if they have any worries or concerns and they value the care they receive. As a result, most have positive attitudes to learning, behave well and feel safe at school. The close-knit and pastoral environment supports most pupils, including those with additional learning needs (ALN), to nurture their well-being and make consistent progress in their skills from their starting points.

The headteacher is a robust and dedicated leader and has a clear vision for the school. She has high expectations of herself and others and she has shared these expectations purposefully with staff and the school community. She is supported by a team of enthusiastic and conscientious staff who work together diligently to support pupils in their learning and to ensure that consistent values permeate all aspects of the school's life and work.

Staff provide interesting activities that build purposefully on pupils' prior learning and meet the needs of most pupils, including those with ALN, well. Staff explain the requirements of tasks clearly and model language, including terminology associated specifically with the different areas of learning, effectively. On the whole, staff use a good range of probing questioning methods that encourage pupils to think more deeply and make useful links in their learning. However, staff do not provide learning experiences that challenge pupils consistently enough in their work across the curriculum, particularly for those at the top of the school.

In general, teachers' feedback supports pupils to identify what they have done well and how they can improve their work. Most pupils respond purposefully to feedback and improve their learning confidently. Feedback does not always provide meaningful opportunities for pupils to improve their work, such as in specific aspects of mathematics.

Staff provide experiences in the indoor and outdoor learning areas that spark pupils' imagination and build successfully on their natural curiosity. Most engage enthusiastically and immerse themselves fully in their experiences. Pupils explore ideas and solve problems enthusiastically. They work well together in pairs and groups and make good use of resources to support their learning. Over time, provision encourages many pupils to develop sound independent learning skills, including resilience and perseverance.

Most pupils develop listening and speaking skills successfully from a young age. They speak confidently and use increasingly mature vocabulary as they move through the

school. They respond appropriately to questions and elaborate further when an explanation is needed or to support an opinion with a reason. Teachers place a firm emphasis on developing pupils' oracy skills and model polished language for them successfully. Staff provide purposeful activities, such as opportunities for pupils to act and role-play, which supports most pupils to develop robust communication skills over time.

Most pupils' reading skills develop well. The youngest pupils acquire an early recognition of letter sounds and begin to combine them skilfully to read familiar and less familiar words correctly. During their time at the school, most develop fluency and read aloud confidently. They use a range of strategies to understand the meaning of texts and express their opinions clearly about characters, events and ideas in the books they read.

Most pupils' writing skills develop appropriately. A good range of practical experiences, such as forming letters in clay and foam, engage the interest of the youngest pupils' purposefully and develop the early writing skills of many of them skilfully. They build on the early skills appropriately and produce simple texts, such as thank you letters or short descriptions, using suitable support resources, where applicable. As they move through the school, pupils write more independently and use more complex language forms and patterns. By the time they reach the top of the school, most write confidently in a wide range of genres. They combine a series of sentences naturally and use relevant adjectives and idioms to enrich their texts and capture the reader's interest. On the whole, most apply their writing skills appropriately across the areas of learning.

Many pupils' mathematics skills develop well. From a young age, they recognise patterns, use mathematical language correctly and calculate confidently. By the top of the school, they apply their numeracy skills in a wide range of contexts and respond robustly to mathematical problems. Over time, pupils develop sound digital skills. The provision that is planned carefully by teachers prioritises developing their skills in purposeful and useful contexts, which supports learning skilfully.

Spotlight: Using technology to develop pupils' speaking skills

Staff use technology purposefully and imaginatively to develop pupils' oracy skills from a young age. The youngest pupils record digital clips independently to record their reactions to practical activities and add a voiceover and annotations to explain their learning. When making models of a skeleton, for example, they use new and challenging vocabulary such as 'humerus', conveying information clearly and confidently. As they move through the school, pupils build skilfully on these experiences. Older pupils take on roles and journalists, by recording interviews and short reports that use precise language. They also use green screen technology to create virtual tours, such as a visit to Yr Ysgwrn, and present information that considers their audience skilfully. By evaluating their own recordings, they refine their oral skills and make meaningful improvements to their work. As a result of this series of extended experiences, pupils communicate confidently, use rich vocabulary and work together effectively to present ideas clearly and purposefully.

Staff deliver a broad curriculum and consider the local context and the context of Wales appropriately for pupils. They use this context skilfully to develop pupils' physical and creative skills. For example, a local artist supports pupils to develop their creative skills to create impressive three-dimensional interpretations of the 'Black Chair'. Extra-curricular experiences, such as the singing club and the Urdd club, enrich pupils' experiences and develop their understanding of their culture and heritage well. They value their 'cynefin', or local area, and take pride in their Welshness. The provision supports pupils to develop their ethical and spiritual values successfully. For example, collective worship sessions provide purposeful opportunities for pupils to reflect on their own thoughts and feelings.

Pupils enjoy opportunities to undertake leadership roles and they take their responsibilities seriously. For example, the 'Trawsnewidwyr' (Transformers) support their fellow younger pupils in learning and play effectively. They also develop valuable skills such as co-operation, showing empathy and shouldering responsibility successfully.

In general, leaders ensure that there are appropriate arrangements for evaluating the quality of provision. They include a good range of stakeholders when considering evidence, such as observing lessons and analysing the outcomes of questionnaires. As a result, they have an appropriate understanding of the school's strengths and some areas for improvement. However, evaluation activities do not focus closely enough on the effect of provision on pupils' outcomes.

There are appropriate arrangements for monitoring staff's performance. Purposeful professional learning activities support the development of staff's knowledge, understanding and skills effectively. On the whole, these activities align with national priorities and the development needs of individual staff and the school.

The governors are passionate and robust advocates for the school. They have a good understanding of their roles and responsibilities and provide strong support to the headteacher and staff in all aspects of the school's work.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

Concern was raised about the management of the site during the inspection and the local authority has been informed.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances 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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