

**A report on
Ysgol Ein Harglwyddes**

**Caernarfon Road
Bangor
Gwynedd
LL57 2UT**

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 Ein Harglwyddes

Name of provider	Ysgol Ein Harglwyddes
Local authority	Gwynedd Council
Language of the provider	English
School category according to Welsh-medium provision	Category 2T
Type of school	Primary
Religious character	Roman Catholic
Number of pupils on roll	152
Pupils of statutory school age	125
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 Primary is 21.7%)	16.6%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	8.8%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	57.8%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2022

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Date of previous Estyn inspection (if applicable)	01/04/2018
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 Ein Harglwyddes is an inclusive community, which places a strong emphasis on pupils' well-being and personal development. The senior leadership team has a clear vision for the school, which promotes interesting learning experiences in a supportive and caring learning environment. This contributes successfully to good behaviour and a willingness to learn among pupils.

Leaders carry out regular self-evaluation activities, to gauge the success of improvements, which include contributions from staff, governors and the wider community. These provide leaders with a broad understanding of the school's overall performance. However, self-evaluation processes and improvement priorities do not focus sharply enough on improving pupils' outcomes.

Teachers and support staff work together well to ensure broad and balanced curriculum provision. The committed staff focus on promoting pupils' learning and well-being purposefully. They work diligently with parents and external agencies and know the needs of the pupils and their community well. Staff use the classroom environments and their local area effectively to promote a bespoke curriculum, but the resources and learning opportunities outdoors are underdeveloped.

Overall, the pace and flow of lessons correspond well to pupils' learning needs. However, in a few cases, where there is a lack of consistency in the quality of teaching and with most teachers' feedback, teachers do not challenge pupils to achieve the next steps in their learning effectively enough.

In the best cases, most teachers provide effective opportunities for pupils to develop their skills purposefully across the curriculum. Most staff are skilful language models and question pupils well and this leads to good progress in pupils' speaking, reading, numeracy and digital skills. However, pupils do not receive enough challenging opportunities to apply their skills at appropriate levels across the curriculum, especially their extended writing skills.

Staff foster close working relationships with pupils. They encourage pupils to cooperate and share ideas and feelings sensibly, which develops their respect for others successfully. Staff ensure that pupils develop effective personal, social and creative skills, which creates a good awareness of their locality and a strong appreciation of other cultures.

Recommendations

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

- R1. Sharpen self-evaluation processes and improvement priorities to focus directly on improving pupils' outcomes
- R2. Ensure consistency in using effective teaching practices, and provide beneficial feedback to challenge the learning of all pupils
- R3. Increase opportunities for pupils to apply their skills at suitably challenging levels across the curriculum

What happens next

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

Main evaluation

Ysgol Ein Harglwyddes is an inclusive and supportive learning community. Leaders share a clear vision for the school, set a purposeful strategic direction and have high expectations of themselves, staff and pupils. The headteacher works well with the leadership team, staff and governors to provide an interesting curriculum for pupils. This is based on ensuring engaging learning experiences for pupils and purposeful care and well-being practices, which support all members of the school community.

The leadership team considers a wide range of evidence to identify the school's improvement priorities. These priorities focus on developing provision to improve pupils' well-being and learning experiences. Teachers, support staff and governors contribute to the evaluation processes effectively. They have a clear understanding of their roles in improving the school's provision and its performance over time. However, the self-evaluation processes and improvement priorities do not focus sharply enough on improving pupils' outcomes.

Leaders create a positive culture and ethos to promote and support staff's professional learning. They share ideas and adopt worthwhile practices sensibly, which contributes purposefully to the school's ethos and philosophy as a learning organisation. Leaders help staff to reflect and consider the impact of professional learning on pupils' learning and well-being effectively. For example, staff meet regularly to review specific aspects of the curriculum and their assessment practices, and to trial new approaches and ideas to support pupils' progress and well-being.

Leaders build effective relationships with parents. Regular communication channels and effective co-operation with a wide range of external agencies promote the school in its community successfully. Leaders know the needs of the pupils and their community well and offer valuable opportunities for parents to support their children's well-being and learning. For example, staff run 'growing and learning together' sessions with parents and pupils on emotional well-being. This supports parents purposefully and helps to develop their understanding of their children's needs effectively.

Most pupils work well with their peers and listen attentively to teachers during literacy tasks. They ask thoughtful questions and contribute sensibly to class discussions. Many pupils have strong oracy skills, and they express their opinions, discuss facts and express their feelings confidently. Many pupils have positive attitudes towards learning Welsh and develop satisfactory communication skills. They strive to use the Welsh language in various activities and contribute suitably to basic discussions.

Many pupils develop effective reading skills. They are enthusiastic readers who engage sensitively with texts and read with expression. Across the school, pupils write appropriately for a variety of purposes. They write in different genres regularly and many are beginning to improve their work through satisfactory editing and re-drafting practices. However, teachers do not challenge pupils to use their writing skills effectively enough when extending their writing across the curriculum.

Teachers plan, prepare equipment and introduce purposeful mathematics tasks to develop pupils' numeracy skills across the curriculum. As a result, teachers and support staff ensure that most pupils develop a range of useful and appropriate numeracy skills. In addition, teachers provide purposeful opportunities for pupils to develop their digital skills. This means that many pupils use their digital skills effectively across the areas of learning. However, teachers do not provide pupils with enough challenging opportunities to apply their literacy, numeracy and digital skills, at appropriate levels, across the curriculum.

Teachers provide an interesting curriculum that develops pupils' understanding of their local area and the wider world skilfully, for example by learning about the Great Strike of Penrhyn at the start of the twentieth century and the Welsh community in Patagonia. In addition, teachers plan sensitive opportunities for pupils to discuss important issues, such as relationships and diversity. They provide pupils with engaging experiences to develop positive attitudes to spiritual awareness and moral matters, which affect their own lives and those of other people. As a result, pupils show respect for others and develop their awareness of different identities successfully. Additionally, the school's curriculum develops pupils' creative and artistic skills effectively.

Most pupils have positive attitudes towards their learning and the working relationships and respect between staff and pupils are strong. Most pupils cooperate with their peers well and consider the views of others sensibly. They listen carefully to teachers and take pride in their work and progress, and their behaviour is good. The pupil leadership groups make positive contributions to the daily life of the school. These include the 'Healthy Heroes' who promote positive lifestyles amongst their peers and the 'Mini Vinnies' who collect goods for the local cathedral's food bank.

Teachers explain tasks clearly and support pupils to contribute willingly to their learning. Most teachers ensure that lessons flow effectively and that learning moves along at a good pace. They use a range of effective resources to support pupils' learning and teachers collaborate well with support staff to provide purposeful support for pupils. In the best teaching and learning practices, most teachers begin lessons promptly and most teachers and support staff know when to intervene and when to promote perseverance amongst pupils. This engages and maintains the interest of many pupils in their learning and

enables them to make good progress. However, teachers' feedback does not lead to the next steps in pupils' learning consistently and effectively enough.

Staff use the indoor learning environments well to encourage success and enthusiasm among pupils. This promotes pupils' learning and well-being successfully and as a result, many pupils make effective progress from their starting points. However, the outdoor resources and learning opportunities for pupils are underdeveloped. Staff use the local area to promote a bespoke curriculum effectively. Leaders ensure that pupils have access to a variety of quiet and stimulating learning areas, including useful intervention spaces. Staff use these carefully designed spaces effectively to support pupils' learning and address their individual needs. These support areas nurture pupils' well-being successfully by providing a calming space for anxious pupils before they return to their lessons.

Additional information

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

The school's arrangements for site management do not give any cause for concern.

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/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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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