

A report on

Ysgol Llandygai

**Llandygai
Bangor
Gwynedd
LL57 4HU**

Date of inspection: November 2025

by

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

About Ysgol Llandygai

Name of provider	Ysgol Llandygai
Local authority	Gwynedd Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3
Type of school	Primary
Religious character	Church in Wales School
Number of pupils on roll	80
Pupils of statutory school age	68
Number in nursery classes	6
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%)	20.3%
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%)	26.5%
Percentage of pupils who speak Welsh at home	22.1%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2024

Date of previous Estyn inspection (if applicable)	18/03/2019
Start date of inspection	03/11/2025

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 Llandygai is a homely community and pupils have positive attitudes to learning. Almost all pupils are extremely polite and respectful to adults and visitors. They behave very well.

Recently, leaders have begun to participate in a limited range of suitable monitoring activities. However, the school's self-evaluation processes do not give leaders a clear enough understanding of weaknesses in teaching and learning. This means that planning processes do not support effective improvement over time. Although governors are supportive and manage resources appropriately, their role in evaluating the school's performance has not been developed sufficiently.

Across the school, around half of pupils, including those with additional learning needs (ALN), make suitable progress in their knowledge and understanding across the areas of learning. However, as a result of shortcomings in leaders' strategic processes and in how teachers plan their lessons, about half of pupils do not achieve to the best for their age and stage of development. On the whole, pupils make appropriate progress in developing their English speaking and reading skills, and their digital skills. However, the quality of teaching is inconsistent, and in the older pupils' classes, teachers' expectations of what pupils can achieve are too low. This happens in a range of skills, particularly their literacy and numeracy skills, including the development of their Welsh language skills.

The school has planned a purposeful and interesting curriculum that supports pupils' knowledge of their local area, Wales and the wider world. Staff have fostered positive relationships between the school and its community. Pupils benefit from an interesting range of visits, visitors to the school, and regular opportunities to discuss moral and social issues.

Staff prioritise pupils' well-being and convey a supportive and caring ethos. As a result, pupils feel happy at the school and are prepared to turn to staff for support, when needed. Pupils are provided with beneficial opportunities to learn outdoors, which contributes to their well-being and enjoyment of attending school. Recently, attention has been given to the importance of regular attendance, but the continuous attendance of a few pupils, over time, is too low.

Recommendations

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

- R1 Improve the quality of leadership and self-evaluation to ensure the necessary improvements in teaching and learning
- R2 Improve pupils' attendance
- R3 Ensure consistent opportunities for pupils to improve their Welsh oral skills
- R4 Improve provision to support pupils to make constructive progress in their literacy and numeracy skills

What happens next

In accordance with the Education Act 2005, HMCI believes that special measures are needed in relation to this school. The school will draw up an action plan to address the recommendations. Estyn will usually monitor the school's progress every four to six months.

Main evaluation

The school is a homely community that promotes pupils' well-being effectively. Almost all pupils enjoy and take pride in the school. They are polite, thoughtful and well-behaved, and treat each other and adults with care and respect.

Governors are supportive of the school. They provide an appropriate level of challenge in terms of a few important issues, including those related to the budget. However, over time, governors do not challenge sufficiently on important issues. The school has appropriate processes to monitor and promote pupils' attendance and punctuality. However, the rate of continuous absence of a few pupils, over time, is too low.

Leaders have begun to plan a cycle of purposeful monitoring activity that includes other leaders and teachers in the process. The activities focus most specifically on classroom visits, scrutinising pupils' work, and gathering pupils' opinions. Through these processes, leaders are beginning to identify specific aspects to be developed. However, on the whole, self-evaluation processes are not reliable enough and leaders do not identify important aspects of teaching and learning that are in need of improvement. Leaders do not always plan professional learning strategically enough to address the improvements that are needed. Although leadership has had a positive effect on pupils' well-being and behaviour, it has not had enough of a positive effect on important areas of the school's work, such as the quality of teaching and provision to develop pupils' skills, including their Welsh literacy skills and numeracy skills.

Teachers foster close and supportive working relationships with pupils. Staff are robust language models and they encourage pupils to use Welsh within their learning sessions. However, most pupils do not make sufficiently robust enough use of the language when learning and playing. Where teaching is at its best, lessons are planned appropriately with activities that contribute to suitable progress in pupils' knowledge and understanding. In these activities, teachers have high expectations of what pupils are able to achieve and there is a suitable pace to learning. However, the older pupils at the top of the school are passive when they undertake activities because the level of challenge is too low. There is a tendency for teachers to over-direct the learning activities which, in turn, limits pupils' ability to make choices increasingly independently about how they want to present their work.

Overall, teachers provide useful guidance to support pupils to understand the requirements of specific tasks. They also offer appropriate and timely oral feedback on

pupils' work. However, in a minority of cases, the feedback provided by teachers is either too general or overly complimentary. This limits pupils' ability to know what they need to improve further in order to make consistent progress in their learning.

Staff have a beneficial understanding of the needs of ALN pupils and provide a purposeful range of strategies through support programmes. This helps most ALN pupils to make relevant progress towards their individual targets. However, across the provision, staff do not always deliver the learning activities effectively enough to support pupils to achieve to the best for their age and stage of development, especially the more able pupils.

Staff support pupils to develop positive attitudes to learning. This ensures that many of them work together harmoniously in pairs and small groups. Most pupils listen respectfully and follow instructions appropriately. However, only a minority of pupils are confident in asking relevant questions and contributing to classroom discussions in Welsh. The Welsh oral skills of around half of pupils develop effectively, especially the youngest pupils. As pupils move through the school, most communicate with each other and visitors in English while undertaking their learning tasks and when talking about their progress. Although teachers provide relevant language acquisition sessions, the effect on pupils' progress, in terms of their Welsh oral skills, is too slow.

Many pupils develop their English reading skills successfully. They read familiar texts confidently and describe the characters and discuss the content successfully. However, the reading skills of a majority of pupils in Welsh are not robust enough.

Most pupils present their work well. On the whole, about half of pupils' writing skills develop effectively. They write clear and succinct sentences in developing their ideas in English, and usually spell familiar words correctly. Leaders have begun to review and refine the planning to improve pupils' literacy skills. However, there are not enough purposeful opportunities, especially for the older pupils, to develop their extended writing skills in a range of real-life contexts.

A majority of pupils demonstrate an appropriate grasp of number concepts. They foster a suitable understanding of how to make simple calculations mentally and in writing. However, a minority of pupils do not make enough progress in developing their understanding of important mathematical concepts. Older pupils' teachers do not provide enough opportunities for pupils to apply their numeracy skills across the curriculum. This hinders the ability of a majority of pupils to solve problems in purposeful contexts accurately and independently.

Most pupils' digital skills develop robustly. They use a suitable range of digital devices and platforms to support and extend their learning. In an appropriate range of activities, most pupils' physical and creative skills develop successfully.

Staff offer a curriculum that is rooted firmly in the local context and fosters a sense of belonging among pupils. A strong emphasis is placed on pupils' spiritual, moral and social development as they reflect on their kindness, for example, and on values such as respect and empathy. Pupils are given purposeful outdoor learning experiences that contribute to their well-being and physical skills effectively. This helps them develop into knowledgeable, intelligent and healthy citizens.

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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