

A report on

Ysgol Llanystumdwy

**Llanystumdwy
Cricieth
Gwynedd
LL52 0SP**

Date of inspection: January 2026

by

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

This report is also available in Welsh

About Ysgol Llanystumdwy

Name of provider	Ysgol Llanystumdwy
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	25
Pupils of statutory school age	22
Number in nursery classes	*
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%)	*
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%)	*
Percentage of pupils who speak Welsh at home	68.2%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	September 2022

A report on Ysgol Llanystumdwy
January 2026

Date of previous Estyn inspection (if applicable)	11/06/2018
Start date of inspection	19/01/2026

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 Llanystumdwy provides a friendly learning environment where pupils, staff and parents feel part of a close-knit community. The headteacher's inspirational leadership sets a clear direction for the school's work and ensures that pupils' wellbeing and strong working relationships are at the heart of the educational provision. This focus is evident in the daily work of staff and helps to foster a strong sense of safety, trust and respect amongst pupils.

Staff identify pupils' wellbeing and learning needs well, and, as a result, most pupils are happy and show positive attitudes to their learning. Most pupils' behaviour is positive. They cooperate effectively and demonstrate appropriate resilience and perseverance when engaging in their work. Beneficial professional learning activities strengthen staff's ability to support pupils with emotional needs or with additional learning needs (ALN). Effective cooperation between staff, families and external agencies helps pupils with emotional needs to overcome barriers to learning beneficially.

The school's arrangements for evaluating the quality of the provision are suitable. Leaders identify the school's strengths and some areas for improvement appropriately, on the whole. Leaders' quality evaluation activities do not always focus in sufficient detail on the effect of provision on pupils' outcomes to ensure continuous improvement.

The curriculum offers a wide range of purposeful learning experiences that engage and maintain most pupils' interest. Teachers use questioning and oral feedback purposefully to support pupils to recall previous learning and to think more deeply about their work. Many pupils, including those with ALN and those from low-income households, make appropriate progress in their skills over time. However, activities do not always challenge the learning of a few pupils consistently enough.

The provision for developing pupils' reading skills is strong, and by the top of the school, most read confidently in Welsh and English. A notable strength of the provision is the methods used to support pupils to develop their Welsh oral skills. Through this, many speak clearly and use rich language in a variety of contexts.

Recommendations

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

R1 Strengthen quality improvement processes

R2 Provide experiences to challenge pupils' learning consistently

What happens next

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

Main evaluation

Ysgol Llanystumdwy is an inclusive, welcoming and supportive learning community. Pupils, staff and parents have a strong sense of belonging to a close-knit community. The headteacher is an inspirational leader and sets a clear strategic direction for the school's work. Her vision, namely that everyone 'Grows together', places a strong emphasis on pupils' well-being and happiness as the basis for successful learning. The headteacher has shared this vision effectively with staff, pupils, parents and the wider community.

Spotlight: Strategic leadership that focuses on pupils' wellbeing and their attitudes to learning

The headteacher's strategic leadership supports promoting pupils' wellbeing as being at the core of all aspects of the school's work. This creates a supportive and inclusive environment that enables pupils to engage with their learning positively and succeed. Staff build strong and effective working relationships with pupils, based on respect, care and trust. Staff know pupils well and respond sensitively to their individual needs. As a result, pupils know who to turn to if they are worried about something, and they feel safe, valued and supported consistently at the school.

Purposeful professional development strengthens staff's confidence and ability to support pupils with emotional needs. Staff identify pupils who need further support at an early stage and provide purposeful support programmes that promote pupils' wellbeing carefully and sensitively. Through effective cooperation with families and external agencies, staff support pupils with emotional needs to overcome barriers to learning. As a result, pupils develop positive attitudes to learning and towards others, develop resilience and independence skilfully, and show increasing commitment to their learning. This supports pupils' regular attendance at school, positive behaviour and meaningful contribution to school life.

The headteacher has high expectations of herself and others. She is supported by a small team of dedicated staff who work diligently to provide a balanced curriculum for pupils. The curriculum engages and maintains pupils' interest and ignites their imagination purposefully. Staff build effective working relationships with pupils based on respect and trust. Staff promote pupils' behaviour successfully which fosters a supportive and stimulating learning environment. Most pupils work well together and immerse themselves in their learning successfully. The positive environment supports many pupils, including those with additional learning needs and those from low-income households, to make appropriate progress over time.

Teachers provide pupils with purposeful learning experiences and consider pupils' likes and aspirations purposefully in order to encourage them to own their learning

successfully. Educational visits and visitors to the school are provided in order to enrich pupils' learning experiences, which, in turn, meet many pupils' learning needs appropriately. However, at times, activities that are provided by teachers do not challenge a few pupils' learning consistently enough. Teachers use penetrating questioning methods to recall previous learning and provide appropriate time for pupils to think more deeply about their learning. On the whole, staff offer useful oral feedback. This encourages pupils to reflect on what they have done well and supports them to improve their work purposefully.

The provision for developing pupils' reading skills is robust. Across the school, teachers use a rich range of reading resources effectively. Most of the youngest pupils acquire early reading skills successfully and show a good understanding of what they read. By the top of the school, most pupils read skilfully in both languages. They deal with non-fiction and fiction texts confidently which enables them to have consistent access to areas across the curriculum.

Teachers provide appropriate opportunities for pupils to develop their writing skills. The older pupils write successfully for different purposes, with many showing increasing pride in their work. On the whole, the feedback that is provided by teachers on pupils' written work is inconsistent. Too often, the feedback does not identify specific aspects that pupils need to improve consistently enough.

One of the school's notable strengths is the provision for developing pupils' Welsh oral skills. Teachers model consistent use of Welsh across a wide range of contexts effectively. Pupils respond positively and most develop to speak confidently and clearly. Many use rich language and offer meaningful reasons to support their views.

Over time, many pupils make appropriate progress in their mathematics and numeracy skills. They apply these skills in real-world contexts across the curriculum beneficially. By the top of the school, pupils use a suitable range of methods in calculating and solving problems. Similarly, most develop their digital skills in purposeful contexts, such as when creating creative presentations in relevant digital clips.

On the whole, the school's arrangements for evaluating the quality of provision are appropriate. Leaders consider a suitable range of relevant evidence purposefully. This supports leaders to develop an appropriate understanding of the school's strengths and some areas for improvement. On the whole, they address these areas for improvement in a timely manner. However, quality evaluation activities do not always focus in sufficient detail on the effect of provision on pupils' outcomes. Purposeful professional learning activities support the development of staff's knowledge, understanding and skills effectively. These activities align with improvement priorities and respond effectively to the development needs of individual staff.

Governors are strong advocates for the school and offer purposeful support to the headteacher and staff. They know the school and its community well and support and challenge leaders constructively, where necessary.

Most pupils develop sound social skills through cooperating with others. For example, they organise an activity with the 'Friends of the School' to raise money for new play equipment in the outside area. Pupils enjoy the opportunities to undertake leadership roles, such as promoting road safety among their peers. They take their responsibilities seriously and develop important skills such as planning and communication. Regular and purposeful opportunities are provided by teachers for pupils to reflect on spiritual and moral issues. Through meaningful experiences, pupils are encouraged to discuss their feelings and beliefs, such as when enjoying walking in the fresh air while taking part in community activities.

Extra-curricular experiences, such as competing in eisteddfodau, broaden pupils' horizons and aspirations purposefully and develop their understanding of their culture and heritage appropriately. This promotes pupils' pride in their Welshness and supports their sense of belonging to their local area and Wales successfully.

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.

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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

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

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 23/03/2026