

Ysgol Yr Eifl
Trefor
Caernarfon
Gwynedd
LL54 5LU

This letter is also available in Welsh

11/03/2026

Dear leaders and staff

Interim Visit: February 2026

A team of inspectors visited Ysgol yr Eifl recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took advantage of the opportunity to observe teaching and learning, talk to pupils and staff, consider documentation and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Strengthen opportunities for pupils to influence the school's life and work, including how to improve their own work

- The headteacher and staff have worked together purposefully to provide meaningful opportunities for pupils to influence the life and work of the school.
- Members of the school council take responsibility for aspects of the school's work that are important to them, including taking care of the school's chickens and managing the sale of the eggs. They make sensible decisions about using the profit, for example to improve the school's outdoor areas. This develops their enterprise skills and sense of ownership purposefully.
- Staff work together effectively to ensure opportunities for pupils to contribute to planning what they learn within their termly themes. At the beginning of each term, pupils discuss what they already know and express how they would like to develop their understanding further. This engages their interest and promotes their commitment to their learning.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Teachers' regular feedback supports pupils to understand the next steps in their learning. As a result, they reflect purposefully on their work and make tailored improvements, particularly when refining the quality of their writing.
- Teachers provide regular opportunities for pupils to evaluate their own work and that of their peers against success criteria, which supports them to identify strengths and areas for improvement. Most older pupils have a sound understanding of their improvement targets. The headteacher recognises the need to strengthen pupils' participation further in setting and evaluating these targets, so that they develop their responsibility for their own learning.

Ensure that self-evaluation processes lead to sharp priorities

- Leaders use an appropriate range of monitoring activities effectively, such as learning walks, scrutiny of pupils' work, lesson observations and analysing pupil questionnaires. The findings of these self-evaluation activities ensure that leaders have a clear understanding of the school's strengths, along with the most important aspects for improvement.
- The headteacher track pupils' progress intelligently and uses this information purposefully as an integral part of the self-evaluation process. This helps the school to identify specific areas for improvement and set a clear strategic direction.
- Beneficial professional learning opportunities are organised for staff which align appropriately with the school's priorities. This has a positive effect on their sense of ownership, the quality of teaching and, in particular, the progress made by pupils in developing their oral Welsh skills.
- Leaders analyse the findings of pupil questionnaires effectively and respond appropriately.
- The headteacher recognises the need to ensure that parents' views are considered systematically as part of the school's evaluation arrangements.

The school's most recent core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6612111>

Yours sincerely



Liz Miles

Assistant Director