

A report on

Ysgol Pentreuchaf

Pentreuchaf

Pwllheli

Gwynedd

LL53 8DZ

Date of inspection: March 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

This report is also available in Welsh

About Ysgol Pentreuchaf

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Name of provider | Ysgol Pentreuchaf |
| Local authority | Gwynedd Council |
| Language of the provider | Welsh |
| School category according to Welsh-medium provision | Category 3 |
| Type of school | Primary |
| Religious character | * |
| Number of pupils on roll | 93 |
| Pupils of statutory school age | 67 |
| Number in nursery classes | 13 |
| 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%) | 14.2% |
| 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 | 77.6% |
| Percentage of pupils with English as an additional language | 0.0% |
| Lead partner in Initial teacher education | No |
| Date of headteacher appointment | 01/09/2020 |

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March 2026

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|---------------------------------------------------|------------|
| Date of previous Estyn inspection (if applicable) | 22/04/2019 |
| Start date of inspection | 02/03/2026 |

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 Pentreuchaf is a homely and inclusive learning community that fosters the wellbeing of pupils and staff successfully. Pupils feel safe while learning and playing, and they enjoy their time at the school. Most behave very well and show courtesy and respect towards others consistently.

The headteacher has a clear vision for the school which focuses on supporting pupils to thrive in their learning. She is supported enthusiastically by dedicated staff and governors who share this vision effectively with pupils and the wider school community.

Staff provide a stimulating curriculum that enables pupils to develop the necessary knowledge and skills that they need for their learning. Teachers make skilful use of visitors and visits as a trigger for the themes and to spark pupils' interest. The Welsh language is at the heart of the school and pupils' pride in using it naturally is evident. Through various experiences, pupils have a sound understanding of the history and culture of their local area, the community and the wider world. On the whole, staff deliver tasks that are suitable for supporting most pupils to develop their skills and make progress over time. However, these practices are not always consistent across the school.

Most pupils make strong progress in a variety of skills from their starting points, particularly their oral skills, and they apply them successfully across the curriculum. The school has a robust relationship with parents and they are involved regularly in events and by sharing relevant information with them.

Recommendations

We have made one recommendation to help the school continue to improve:

- R1 Ensure consistency in the best teaching and learning practices to support pupils to develop their skills and make consistent progress over time

What happens next

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

Main evaluation

The headteacher has a clear vision which is based on creating a happy and welcoming school in a local and Welsh context. This vision promotes an inclusive ethos which focuses on improving pupils' wellbeing and learning experiences effectively. Leaders share this direction successfully with the school's stakeholders. The headteacher has high expectations of herself and staff, and they work together effectively to realise the school's aim, namely to provide strong roots and wings for pupils to succeed in their next steps. Most pupils' behaviour and commitment to their learning and the wider life of the school is a notable virtue of the school.

Leaders and staff have developed a curriculum that is based firmly in pupils' local area. Staff work closely with parents and members of the community to strengthen pupils' understanding of the area's rich history, culture and heritage skilfully. They offer valuable opportunities for pupils to consider historical and geographical issues in their community, the local area and the wider world. Most pupils have a good knowledge and understanding of their role as spiritual, ethical and informed citizens. For example, older pupils discuss the effects of climate change intelligently and explain the advantages and disadvantages of using sources of renewable energy such as solar panels and wind farms.

Staff model vocabulary that related to the learning themes skilfully, which, in turn, supports most pupils to make sound progress in their oral skills. The youngest pupils join in enthusiastically with songs, rhymes and simple conversations. The oldest pupils respond thoughtfully to others, building on their ideas successfully by using appropriate expression. Most of the youngest pupils develop a positive attitude to reading. The oldest pupils read a wide range of texts with purposeful expression and discuss their books maturely and with enjoyment.

Most pupils develop as confident and independent writers who express themselves successfully in a variety of forms. The youngest pupils form letters and write simple words skilfully, using their phonic knowledge effectively. By the top of the school, most use adjectives, idioms and metaphors to enrich their work across the curriculum effectively.

Most pupils use digital tools confidently to support their learning. They apply their skills appropriately to communicate, research and present information. Almost all pupils understand the importance of internet safety and use technology responsibly as part of their learning.

Most pupils make sound progress in their mathematics skills. The youngest pupils develop their understanding of mathematical concepts purposefully. Teachers build on this knowledge well as pupils move through the school. By the top of the school, most pupils

apply their number skills successfully across the areas of learning and create graphs, analyse data and solve problems skilfully.

Most pupils show strong creative skills. Teachers provide pupils with rich experiences to develop a range of creative skills purposefully across the school. They appreciate the work of local artists and emulate their techniques in their work effectively. Most pupils' physical skills develop successfully, for example in swimming lessons.

In the best practice, provision supports pupils to develop their independent learning skills well, along with their ability to persevere for extended periods. Probing questioning by staff helps pupils recall previous learning and encourages pupils to think more deeply about their learning. Stimulating learning experiences ignite pupils' imaginations successfully and, in those cases, pupils become immersed in their learning and enjoy their activities. However, teachers do not always provide tasks that support pupils to develop their skills and make consistent progress over time. Teachers provide beneficial feedback that supports pupils to identify what they have done well and what needs to be improved in their work. On the whole, pupils respond to the feedback positively.

The school promotes Welshness in all aspects of school life, and pupils are very proud of their identity and show strong commitment to the Welsh language. Pupils cooperated successfully with members of their family and a local artist to compose a song, 'Perthyn i'r Porthau', which helps pupils to learn and remember the traditional names of local ports.

The school council organises regular activities to raise money for local and national charities. They share information about their work regularly with the school's governors. This, in turn, supports pupils' leadership skills well. Pupils feel that staff listen and act on their ideas in a timely manner.

As part of robust self-evaluation procedures, leaders, including governors, use a number of sources of evidence effectively to provide a clear picture of the school's performance. They identify the school's strengths and the aspects that need to be developed further. They use the information to set clear priorities for improvement and work together purposefully to address local and national priorities. Leaders offer a successful range of opportunities for staff to participate in professional learning activities. For example, recent training has ensured consistency in pupils' learning which has a positive effect on their literacy skills. The school's leaders manage staff's performance effectively and support them purposefully to undertake beneficial professional learning that matches their personal needs and priorities in the school development plan.

Leaders build strong working relationships with parents, and ensure clear communication with them. Parents also receive regular information about their children's progress

through relevant communication and provide opportunities for them to visit the school to celebrate their work.

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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