

A report on
Ysgol Gynradd Llanbedr
Llanbedr
Gwynedd
LL45 2NW

Date of inspection: April 2026

by

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

This report is also available in Welsh

About Ysgol Gynradd Llanbedr

Name of provider	Ysgol Gynradd Llanbedr
Local authority	Cyngor Gwynedd
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	43
Pupils of statutory school age	34
Number in nursery classes	6
Percentage of statutory school age 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 21.7%)	4.5%
Percentage of statutory school age 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 9.2%)	23.5%
Percentage of pupils who speak Welsh at home	41.2%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	
Date of headteacher appointment	28/04/2025

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April 2026

Date of previous Estyn inspection (if applicable)	01/09/2016
Start date of inspection	27/04/2026

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

The school is a caring community where pupils feel safe and happy. Many enjoy coming to school and nearly all behave well and treat each other and adults with respect. Staff take good care of pupils' well-being and support them effectively. There is a clear Welsh ethos and pupils develop confidence in using Welsh and English successfully.

On the whole, the school provides an appropriate curriculum and there is a clear emphasis on developing pupils' understanding of Welsh culture and history. The classrooms are active learning spaces and the outdoor areas are used suitably. Although teaching generally engages pupils' interest, teachers do not always have high enough expectations. At times, activities are structured too rigidly, which limits opportunities for pupils to think for themselves and work independently. Additionally, the challenge provided does not always develop pupils' skills progressively over time. Pupils are beginning to respond to teachers' feedback by improving their work, but this aspect is inconsistent.

The headteacher in charge has a vision based on establishing a happy environment where everyone gives of their best. Leaders understand the school's strengths and succeed in making improvements to some important areas. They place appropriate emphasis on national priorities, such as supporting pupils with additional learning needs (ALN) and developing the Welsh language.

Recommendations

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

- R1 Raise teachers' expectations of what pupils can achieve, by supporting pupils to work with increasing independence
- R2 Ensure that pupils are challenged appropriately to develop a full range of skills consistently over time
- R3 Ensure that feedback by teachers supports pupils to improve their work consistently

What happens next

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

Main evaluation

The school has a homely, inclusive and caring atmosphere. Many pupils enjoy attending and nearly all feel safe. The school has a strong Welsh feel with a clear emphasis on developing bilingualism. Nearly all pupils behave well in lessons and during break times and demonstrate positive attitudes to learning. They are welcoming and respect each other and visitors. Many persevere in their learning for extended periods.

On the whole, the school provides a suitable curriculum that stimulates pupils appropriately. Staff provide suitable opportunities for pupils to discuss historical and moral issues in their community and beyond, for example when studying the history of Tryweryn and its effect on the local community. They plan purposefully to develop science and technology skills across the school, but a few areas of the curriculum have not been developed in full. Most pupils develop a sound moral and spiritual awareness.

Robust working relationships between staff and pupils support a positive learning environment. As a result, nearly all pupils know whom to approach for support and the classrooms are active learning spaces. Support staff are used effectively to support pupils' learning and well-being during sessions and in providing support programmes, where appropriate.

Teachers explain tasks clearly and use probing questioning to check pupils' understanding. They know the pupils well and provide activities that engage their interest appropriately. Pupils are given a few beneficial opportunities to guide learning. On the whole, teaching moves learning forward at a suitable pace, with interesting activities that provide opportunities for pupils to research and investigate purposefully. However, there are inconsistencies in expectations and teaching practices, particularly in terms of providing an appropriate challenge to enable pupils to achieve to the best of their ability and apply the full range of skills over time. An over-reliance on ready-made frameworks limits opportunities for pupils to work independently. The feedback given on pupils' work is beginning to have an effect in some areas, but it is not consistent enough. As a result, the ability of many pupils to evaluate and improve their own work has not been developed in full.

All staff model the Welsh language purposefully and, as a result, pupils develop the language from an early age. They become confident speakers and show pride in the Welsh language. By the top of the school, they communicate confidently in Welsh and English. By Year 2, many read clearly and with increasing accuracy and talk confidently about their books. Most older pupils read with accuracy and enthusiasm and use their reading skills to research and acquire information from a range of sources. The most confident readers read with purposeful expression and interpret texts competently. Initiatives such as 'bydis

darllen' ('reading buddies') support the development of reading skills effectively. The youngest pupils' early writing skills develop appropriately. Recent work to improve writing at the top of the school is having a positive effect, with most of the oldest pupils beginning to write at length in a range of forms. Many show respect for the presentation of their work, but very few develop a consistent cursive handwriting style.

Teachers plan effectively to develop pupils' mathematical understanding. However, pupils' use of numeracy skills across the curriculum is inconsistent and, at times, the level of challenge is not high enough to enable them to apply these skills progressively. Most pupils develop digital and creative skills appropriately.

Staff track pupils' progress in detail and identify those who need additional support in a timely manner. They work effectively with external agencies and organise beneficial support programmes, where appropriate. As a result, nearly all pupils, including those with ALN, make suitable progress.

The school has strong processes to promote attendance and works effectively with partners to support pupils' well-being. Pupil representation committees contribute purposefully to the school's work.

The school is led by a headteacher in charge who has responsibility for two schools. She has a clear vision that focuses on creating a happy environment where everyone does their best. With the support of other leaders, this vision is realised successfully. Leaders know the school well and identify areas for improvement accurately. They evaluate provision through an appropriate range of activities and make relevant improvements. Leaders place a strong emphasis on staff's professional learning and performance management processes are appropriate. They work productively with other partners.

Governors support and challenge the school appropriately. A few of them visit the school regularly to deepen their understanding of the current development priorities. They work effectively with the local authority on strategic issues, including ensuring sustainable leadership. Leaders respond well to national priorities, such as supporting pupils with ALN and promoting Welshness.

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, staff and the governing body/committee members 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 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 the specialist resource base (where appropriate) 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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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Publication date: 01/07/2026