

Report summary for parents and carers on Ysgol Y Faenol

Date of inspection: 05/05/2026

This report is also available in Welsh

Summary

The school's leaders foster a shared vision of a happy and caring Welsh learning community, where all pupils are valued and supported to thrive. The headteacher, deputy headteacher and staff are an effective and passionate team who provide rich experiences in a safe and supportive environment. The close relationship between staff, pupils and parents, along with the strong links with the community of Penrhosgarnedd, are key elements of the school's success. The school celebrates pupils' cultural diversity and fosters a strong sense of belonging to their local community, Wales and the wider world.

One of the school's strengths is the natural use of the Welsh language by staff and pupils. From an early age, pupils begin to speak confidently and, by the time they reach the top of the school, they use mature and accurate language. The curriculum is broad and learning experiences provide a purposeful level of support and challenge. Pupils value the purposeful opportunities to contribute their ideas to build a curriculum that engages their interest and promotes their commitment successfully. Teachers also ensure that experiences develop pupils' skills, including their literacy, numeracy and digital skills, consistently over time.

Leaders have self-evaluation and planning for improvement processes that have been established firmly and contribute effectively to improving pupils' well-being and the development of their skills over time. Leaders respond appropriately to national and local priorities, for example by increasing the use of the Welsh language as a medium for teaching and learning and by fostering a firm Welsh and Welsh-speaking ethos. Although the school's leadership capacity has developed suitably, wider leadership roles have not yet been developed fully. Leadership responsibilities have not been allocated clearly enough and leaders across all levels do not contribute fully to promoting sustainable improvements in teaching, learning experiences and pupils' outcomes.

Members of the governing body are extremely dedicated and are supportive advocates for the school. They have a sound understanding of the financial situation and fulfil their financial supervision duties carefully and responsibly. Recently, the governing body has begun to engage more directly with quality evaluation activities that develop their ability to challenge leaders on aspects of teaching and learning. However, the governing body does not currently contribute systematically enough to the school's self-evaluation processes.

Leaders promote broad, creative and balanced provision that supports most pupils' well-being, skills and emotional development effectively. Teaching assistants play an essential part in providing successful support programmes, particularly for pupils with additional learning needs (ALN) and those who are

learning English as an additional language (EAL).

Recommendations and next steps

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

- R1 Strengthen the role of the school's wider leadership team, including the governing body, to contribute strategically to self-evaluation and planning for improvement processes

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

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).

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