

Report following monitoring

Level of follow-up: Special Measures

Ysgol Bro Cynfal

**Ffestiniog
Blaenau Ffestiniog
Gwynedd
LL41 4NF**

Date of visit: June 2026

by

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

This report is also available in Welsh

Outcome of visit

Ysgol Bro Cynfal is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

Progress since the last inspection

R1 Ensure that the school's self-evaluation processes evaluate pupils' outcomes thoroughly to prioritise specific areas for improvement in provision to raise standards

Leaders have worked together purposefully to strengthen their self-evaluation processes so that they inform the improvement of the school more systematically and focus more clearly on raising standards. Leaders have established a regular cycle of self-evaluation which includes a comprehensive range of monitoring activities, such as learning walks, scrutiny of books, lesson observations, analysing pupils' progress and attainment, and seeking the views of stakeholders. As a result, the school now uses extensive and reliable evidence to evaluate the quality of provision and identify priorities for improvement purposefully.

The role of the senior management team has developed effectively. They participate more strategically in the self-evaluation process and are beginning to lead on aspects of monitoring work. Staff take advantage of training and mentoring opportunities to develop a shared understanding of how to evaluate the quality of teaching and analyse evidence more evaluatively. This has increased their ownership of the self-improvement process and has led to strengthening their understanding of the areas that are in need of improvement. Together, this has contributed skilfully to fostering a strong culture of maintaining professional discussions about the federation. Through this, staff sharpen the focus more clearly on how to improve the quality of provision continuously and the effect of this on pupils' progress. Monitoring findings are shared with staff in a timely manner and lead to clear actions.

The governing body fulfils its role as a critical friend effectively by taking part in monitoring activities. They challenge leaders appropriately and demonstrate a sound understanding of the school's strengths and areas for improvement.

R2 Ensure consistency in effective teaching methods to support pupils to make progress in line with their age and stage of development

Leaders have worked effectively with staff to strengthen consistency in teaching methods across the federation. Staff have taken advantage of a good range of professional learning opportunities, such as visiting other schools, scrutinising pupils' work and conducting teaching and learning observations. This has contributed effectively to developing a shared understanding of the features of effective teaching.

Across the classes, teachers and assistants use a good range of purposeful teaching strategies. They model and scaffold learning effectively and question pupils skilfully. They know when to intervene and support and when to take a step back which, in turn, promotes the development of pupils' independent learning and problem-solving skills well. As a result, most pupils demonstrate a sound understanding when discussing their learning, for example when working in a group or with a partner.

Teachers plan together purposefully to provide rich opportunities for pupils to apply their skills in meaningful contexts. They use the learning environment purposefully and ensure a sensible balance of practical and formal activities. This contributes to good levels of engagement, independence and progress in most pupils' skills. However, the level of challenge is not always consistent enough across all classes to extend and develop the deeper thinking of a few pupils effectively enough.

Assessment arrangements have developed robustly. On the whole, teachers' feedback supports pupils to identify what they have done well and how to improve their work. Regular opportunities are provided for pupils to respond to feedback and most improve their work purposefully. As a result, most pupils make good progress in their learning.

R3 Provide purposeful opportunities for pupils to apply their numeracy and extended writing skills across the curriculum

Since the core inspection, leaders have established a robust vision to improve opportunities for pupils to apply their numeracy and extended writing skills across the curriculum.

The headteacher ensures that staff benefit from a good range of purposeful professional learning opportunities. This, in turn, enriches staff's understanding of sound planning and teaching methods which focus on providing stimulating opportunities for pupils to apply their skills across an interesting range of contexts.

The federation's staff work together extremely effectively to plan writing and numeracy experiences that engage and hold pupils' interest successfully. In the best practices, pupils immerse themselves fully in their experiences and enjoy their activities.

Staff reflect increasingly purposefully on the effect of provision on pupils' progress and adapt experiences appropriately. As a result, most pupils take pride in their achievements and make strong progress in their numeracy and writing skills.

Teachers across the federation provide purposeful opportunities for pupils to apply their numeracy skills across the areas of learning. Older pupils, for example, calculate the cost of constructing a vehicle that would be suitable to drive on Mars when responding to the big question '*Oes rhywun yno?*' (Is there anyone out there?). They consider a range of calculation methods confidently and provide valid reasons to support their chosen method.

Staff work together purposefully to provide purposeful opportunities for pupils to write for a good range of purposes. By the end of their time at the school, most pupils write extended pieces confidently across the curriculum and make imaginative choices in terms of language to capture the reader's interest.

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