

A report on
Ysgol Gynradd Maesincla

Maesincla
Caernarfon
Gwynedd
LL55 1DF

Date of inspection: June 2026

by

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

This report is also available in Welsh

About Ysgol Gynradd Maesincla

Name of provider	Ysgol Gynradd Maesincla
Local authority	Gwynedd Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	266
Pupils of statutory school age	185
Number in nursery classes	37
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%)	42.1%
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%)	20.0%
Percentage of pupils who speak Welsh at home	71.9%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2019

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June 2026

Date of previous Estyn inspection (if applicable)	18/02/2019
Start date of inspection	29/06/2026

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

Positive relationships between staff and pupils are a strong feature of the school and contribute effectively to creating an inclusive, caring and happy community. The headteacher provides clear and inspirational leadership, and staff and wider partners work together successfully to realise the school's vision.

Staff plan a broad and purposeful curriculum that responds well to pupils' needs. Teachers provide interesting activities that engage and maintain pupils' interests and develop their skills in a wide range of learning experiences. Many pupils, including those with additional learning needs and those from low-income households, make sound progress from their starting points. They develop into natural and confident Welsh speakers and apply their writing, mathematical and digital skills successfully in a range of contexts. The provision for developing pupils' reading skills is effective; however, the school does not foster a sufficiently robust culture of reading for pleasure.

Staff promote wellbeing and positive behaviour skilfully, and pupils appreciate the opportunities they have to contribute to the life and work of the school. One of the school's obvious strengths is the nurture provision for pupils with complex emotional, social and educational needs, which supports their wellbeing and engagement with their learning effectively.

Leaders build strong partnerships with parents and the community that enrich provision and support pupils' well-being and learning effectively. They use a beneficial range of self-evaluation procedures to inform improvement and provide valuable professional learning opportunities that contribute beneficially to strengthening the quality of teaching. Leaders give a clear priority to promoting attendance. However, the attendance of a minority of pupils remains too low.

Recommendations

We have made two recommendations to help the school continue to improve:

- R1 Improve pupils' attendance
- R2 Strengthen the culture of reading for pleasure

What happens next

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

Main evaluation

The school is an inclusive, caring and happy community where pupils' wellbeing and progress is at the heart of its work. The headteacher is a passionate and inspirational leader who provides a clear vision for providing the best possible quality of care and education to all pupils. This vision is supported enthusiastically by dedicated staff and wider partners who work together effectively to foster a culture of respect and trust that permeates the life and work of the school. Pupils feel safe, valued and engage positively with their learning.

Teachers plan a comprehensive and purposeful curriculum that meets pupils' needs successfully. They provide learning activities that cover the areas of learning effectively and include pupils' ideas in planning themes that engage and maintain their interests skilfully. This strengthens pupils' sense of ownership of their learning. Teachers provide activities that develop pupils' skills in a wide range of learning experiences, including valuable opportunities for them to nurture and develop their creativity. This supports many pupils, including those with additional learning needs and those from low-income households, to make sound progress from their starting points.

Spotlight: Providing a nurturing learning environment to support pupils with complex emotional, social and educational needs

Staff have developed highly effective nurture provision that helps pupils with complex emotional, social and educational needs to have the support and care they need to thrive. Purposeful nurture classes provide a quiet, safe and supportive environment with sensory facilities and specialist resources that respond valuably to pupils' individual needs. In addition, leaders invest purposefully in high-quality professional learning for staff which develops their expertise to understand and respond effectively to a wide range of pupils' profound and complex needs.

This co-ordinated provision enables staff to build positive and supportive relationships with pupils, creating an environment where they feel safe, valued and ready to learn.

This strong relationship between staff and pupils contributes significantly to strengthening pupils' emotional well-being, confidence, resilience and communication skills, as well as their engagement with learning.

Pupil's voice groups have been established appropriately and offer purposeful opportunities for pupils to contribute to developing the school. For example, members of the eco committee have worked diligently to improve the provision for gardening and recycling, by strengthening their sense of responsibility towards the school and the environment.

Where teaching is at its best, teachers provide purposeful opportunities for pupils to develop into increasingly independent learners. They plan regular opportunities for pupils to discuss and share ideas in pairs and small groups, which contribute beneficially to the development of their communication, social and co-operation skills. Staff provide attractive and stimulating learning environments that foster many pupils' positive attitudes towards their learning. The strong relationships between staff and pupils, as well as staff's comprehensive understanding of pupils' individual needs, ensure that most listen attentively to instructions and show respect towards the contributions of others.

Teachers adapt provision skilfully to support pupils to be ready to learn. For example, 'Wellbeing Monday' sessions offer valuable opportunities for pupils to reflect, develop life skills and take part in activities that promote health, wellbeing and engagement with nature. These experiences contribute effectively to strengthening pupils' self-confidence and willingness to undertake their learning throughout the week.

Teachers promote pupils' spiritual, moral, social and cultural development purposefully. Through regular worship and reflection sessions, they offer valuable opportunities for pupils to reflect on important values, including respect, kindness and diversity. Most show empathy towards others and behave politely and respectfully in lessons and around the school.

Staff promote the Welsh language extremely effectively. They are robust language models and encourage pupils to use Welsh in learning and play purposefully. Most pupils' Welsh oral skills develop robustly and they use Welsh naturally.

Recently, leaders have given appropriate priority to strengthening pupils' literacy skills, particularly their reading skills. Teachers provide daily reading sessions which support many pupils to develop into confident readers. By the end of their time at the school, many read fluently in both Welsh and English by using appropriate tone and expression. However, the culture of reading for pleasure is not rooted firmly enough across the school to support pupils to immerse themselves and enjoy the experience.

Teachers plan purposeful opportunities to develop writing skills in meaningful contexts. In the best practice, they model language and introduce vocabulary and sentence patterns skilfully before pupils begin to record and write. Together with useful feedback from staff, this supports many pupils to develop their writing skills robustly and write at length in a variety of forms in both languages.

Many pupils' mathematical, numeracy and digital skills develop well. Teachers provide rich opportunities for them to apply the skills in various contexts. For example, the youngest pupils use various tools to produce animations creatively, while the older pupils write codes to control electronic devices confidently.

Leaders, including governors, use an effective range of self-evaluation activities to evaluate the effect of provision on pupils' standards and progress. By joining staff in learning observations, scrutinising work and professional discussions, they evaluate the effect of teaching on the development of pupils' skills, knowledge and understanding beneficially. This improves leaders' and staff's understanding of the school's strengths and areas for further development. They give appropriate attention to improving pupils' attendance by working closely with families and promoting robust presence among pupils. However, the attendance of a minority of pupils remains too low.

Governors support and challenge leaders appropriately, acting as an effective link between the school and the community.

Spotlight: Working effectively with the community to enrich provision and support families

Leaders build strong partnerships with parents and members of the community that enrich pupils' learning experiences and support the wellbeing of families successfully. They plan a range of popular community activities that encourage families to engage regularly with school life. Events such as bingo and curry nights bring families, staff and members of the community together in a welcoming atmosphere that strengthens the relationship between the school and its community.

The school also adapts events such as parents' evenings creatively to encourage more families to attend. In an informal atmosphere, parents have opportunities to see their children's work, visit the school and receive practical guidance on how to support their children's learning, including how to support their reading skills at home.

In addition, leaders respond sensitively to the needs of the community by setting up a 'Siop Sïafins', which provides food and essential goods to families.

This provision, along with community activities, fosters a strong sense of trust and belonging between the school, its families and the wider community, strengthening parents' engagement with their children's education.

The headteacher allocates responsibilities sensibly and provides valuable opportunities for staff to develop their leadership skills by contributing to developing the curriculum and effective teaching practices across the school. Performance management targets are linked purposefully to the school's improvement priorities and staff's individual professional development needs. This underpins a purposeful range of professional learning that develops staff's skills and expertise successfully. As well as sharing effective practices within the school, staff benefit from co-operating with staff from neighbouring schools to refine their teaching practices further. This strong culture of co-operation and professional learning contributes positively to the quality of provision and to pupils' enjoyment of their learning experiences and the consistent progress in their skills.

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/carers 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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Publications Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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