

Dewi Wyn Hughes  
Ysgol Gwynedd  
Prince of Wales Avenue  
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Flintshire  
CH6 5DL

26/06/2025

Dear Dewi Wyn Hughes

**Interim visit:** June 2025

A team of inspectors visited Gwynedd C.P. School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

**Focus of visit**

**Improve teaching and learning across the school**

- In general, teachers ensure that sessions are delivered at an appropriate pace and they encourage pupils to work individually and collaboratively to complete learning activities. They use a suitable range of resources to support pupils and to engage their interest.
- Overall, staff use the outdoor areas purposefully to support learning and pupils' skills. Leaders recognise the need to further improve this provision to provide rich and authentic learning experiences which supports the development of pupils' independent and creative skills.
- In the most effective examples, teachers plan and provide a meaningful and varied range of learning experiences that meet the needs of pupils appropriately. In some instances, there is an over-reliance on structured resources that inhibits pupils' choices on how they present their work.

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- Teachers use questioning suitably to support and assess pupils' understanding of their learning. In a few instances, teachers over direct the learning experiences, and pupils have limited opportunities to develop their skills independently.
- Teachers plan learning activities that develop pupils' mathematics and literacy skills suitably. They group pupils according to ability and provide an appropriate level of challenge. Teachers provide suitable opportunities for pupils to apply their numeracy skills purposefully in an appropriate range of authentic learning contexts.
- Where most effective, staff provide purposeful feedback which supports pupils to know their strengths and areas for improvement. Teachers provide purposeful opportunities for pupils to assess their own and peers' learning. Overall, teachers do not consistently provide pupils with structured opportunities to act on feedback and refine their work.

**Sharpen the focus of self-evaluation and improvement processes to focus more specifically on the impact of teaching on learning**

- Across the school, leaders engage in appropriate quality assurance processes which identify some of the strengths and areas for improvement in the quality of learning.
- Leaders engage in regular learning walks and scrutinize pupils work, which focus on the quality of the provision and resources used to develop pupils' skills.
- Following leaders monitoring activities, they share their findings with teachers in whole school meetings. This ensures that all teachers have an appropriate understanding of the strengths in the provision and some important areas for improvement.
- Leaders have identified the need to refine and strengthen the self-evaluation processes to have a clear focus on the quality of the teaching across the school and the impact this has on pupils' learning.
- Moving forward, leaders acknowledge the importance of strengthening the role of governors in the self-evaluation processes to deepen their knowledge and understanding of the quality of the provision and pupils' learning experiences.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6642015>

Yours sincerely



**Liz Miles**

Assistant Director