



## Report summary for parents and carers on Ysgol Gwynedd

**Date of inspection: January 2023**

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

# Overview

Ysgol Gwynedd is a school that is characterised by its exceptionally inclusive, supportive and nurturing environment. The school knows and serves its community very well, for example by engaging highly effectively with families through a range of enriching activities that develop the ability of adults to support their children with their learning and well-being. This contributes effectively towards the ethos of care and support.

Most pupils are happy at the school and make a significant contribution to its engaging atmosphere. Pupils are proud of their school and value the opportunities that they are given to contribute to the school's development over time. For example, the digital leaders, 'Well-being Warriors' and 'Corridor Carers' take on their leadership roles with commitment and enthusiasm. The behaviour of most pupils is exemplary. They interact with their peers and adults with admirable respect and courtesy.

Most pupils make good progress in the development of their literacy skills during their time at school from low initial starting points. They apply their skills purposefully across a good range of contexts. A particular strength of the school is the way it gives prominence to developing the Welsh language. Leaders support staff effectively to develop professionally and improve their Welsh language skills. This, together with the strong Welsh ethos, supports pupils to make good progress in Welsh during their time at the school. Most pupils make good progress in the development of their digital and mathematical skills.

Staff have strong working relationships with pupils based on mutual respect, trust and pride in their school. On the whole, teachers provide appropriate support for pupils. However, in a few lessons, the pace of teaching and learning is too slow and there is a tendency to over-direct learning, which limits the development of pupils' independent learning skills. Teachers do not always have high enough expectations in terms of what pupils are able to achieve and, as a result, the tasks are not always challenging enough for a few pupils.

Leaders have a shared understanding of the school's purpose and all staff are highly motivated and committed to realising the school's vision. They have high expectations for pupils, especially in relation to their well-being. School leaders promote a culture of support, trust and care that creates a positive learning environment for pupils and staff. However, the school's self-evaluation and improvement processes are not focused sharply enough on evaluating the quality of teaching and its impact on pupil progress.

# Recommendations

**R1 Improve teaching and learning across the school**

**R2 Sharpen the focus of self-evaluation and improvement processes to focus more specifically on the impact of teaching on learning**

## What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to:

- How the school addresses the needs of the school community by engaging families through provision of enriching activities that supports parents to develop their children's learning and well-being
- Cymraeg: Developing a Welsh ethos and culture where the Welsh language can flourish in an English-medium school

for dissemination on Estyn's website.



## School context

Name of provider	Ysgol Gwynedd
Local authority	Flintshire County Council
Language of the provider	English
Type of school	Primary
Number of pupils on roll	534
Pupils of statutory school age	415
Number in nursery classes	54
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 Primary is 23.0%)	35.0%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)	23.9%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	9.9%
Date of headteacher appointment	01/09/2021
Date of previous Estyn inspection (if applicable)	
Start date of inspection	23/01/2023

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