



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Gynradd Tudweiliog  
Tudweiliog  
Pwllheli  
Gwynedd  
LL53 8ND**

**Date of inspection: June 2019**

**by**

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

## About Ysgol Gynradd Tudweiliog

Ysgol Gynradd Tudweiliog is situated in the village of Tudweiliog, approximately four miles from Nefyn in Gwynedd local authority. In addition to children from the village, the school is attended by children from the village of Llangwinnadl. Welsh is the main medium of the school's life and work. There are 57 pupils between 3 and 11 years old on roll, including 10 nursery age children. The school has two mixed-age classes.

Over a three-year-period, around 1% of pupils have been eligible for free school meals. This is significantly lower than the national percentage of 18%. Around 80% of pupils come from Welsh-speaking homes. The school has identified around 14% of its pupils as having additional learning needs, which is lower than the national percentage of 21%.

The headteacher has been in post since September 1996. The school was last inspected in January 2012.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

The school is a welcoming community that takes pride in its Welshness. Particular features are the familial ethos which ensures that pupils take care of each other naturally, and the successful working relationship between pupils and staff. As a result, nearly all pupils enjoy the school's life and work, behave very well and have positive attitudes to learning. They show pride in their school and their language, in addition to an obvious appreciation of the local area's culture and history.

Teachers provide rich and interesting learning experiences for pupils, which meet most of their needs well. This motivates them to learn successfully and, as a result, during their time at the school, most make sound progress and achieve well.

The headteacher provides effective leadership, which provides a clear strategic direction for the school. All staff are dedicated and enthusiastic, and work together closely and effectively as a team. They show strong commitment to promoting continuous and sustainable improvements. Governors have a thorough understanding of the school and use their knowledge purposefully to challenge it and hold it to account for standards.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Ensure that key stage 2 pupils are more aware of what they need to do to improve their own work
- R2 Ensure more opportunities for key stage 2 pupils to make choices in relation to their learning and work independently
- R3 Improve pupils' information and communication technology (ICT) skills in key stage 2 in handling data across the curriculum
- R4 Implement clear arrangements to fulfil leadership duties in the headteacher's absence

## **What happens next**

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

## Main findings

### **Standards: Good**

During their time at the school, most pupils, including those with additional learning needs, make sound progress in their learning and achieve well.

Most pupils' communication skills are developing well in the foundation phase. They speak confidently and understand that listening to others makes an important contribution to their learning. As a result, most speak eloquently about their work and use broad and correct vocabulary. A good example of this is pupils' use of puppets to hold an imaginary conversation between the snail and the whale. Most pupils in key stage 2 contribute effectively to class discussions, for example when discussing the history of ships that landed at Porth Ysgaden. At the top of the school, they work together effectively in a group when presenting a poem about the shipwreck of the 'Stuart' steamship. They communicate clearly in Welsh and English and discuss their work intelligently and maturely, for example when discussing the life of Grace Darling.

Most pupils enjoy reading and make good progress regularly. The youngest pupils recognise letters and sounds correctly and are beginning to recognise words confidently. By Year 2, most read meaningfully and with expression, and discuss the content of their books maturely. Most follow instructions carefully in lessons, for example when investigating how many grams of sand are needed to sink a small boat. In key stage 2, most pupils read intelligently in both languages. They practice their higher order reading skills regularly and maturely to gather information from different sources. A good example of this is the way in which pupils gather information about the history of ships that transported goods to the area in the eighteenth century.

In the foundation phase, most pupils develop their early writing skills successfully by using an effective range of simple sentences, for example to describe the features of spring. By Year 2, most write independently and expand on their ideas effectively, for example when writing rules on how to behave on the beach at Pwllheli. Most pupils in key stage 2 develop their writing skills successfully and, by the end of the stage, they show a sound grasp of spelling patterns, paragraphing and punctuation in both languages. By Year 6, many show a sound awareness of the features of a wide range of writing forms, for example when writing a newspaper article to trace the history of Rosa Parks. They use relevant idioms and similes effectively to enrich their writing, for example when reporting on the life of a child in a school in Wales during the time of the 'Welsh Not'.

Most pupils develop their numeracy skills soundly as they move through the school. They use these skills flexibly in a variety of meaningful activities in other areas and subjects. Most pupils in the foundation phase use their skills confidently to solve problems, for example when calculating the cost of different foods in a market in India or when comparing the temperature in Wales and Patagonia. Most pupils in key stage 2 build well on this firm foundation. By Year 6, most recall number facts quickly and confidently when using a wide range of methods to solve problems, for example when calculating the cost of breakfast in a hotel. They use their data-

handling skills effectively to record their work, for example when investigating how quickly ice melts under different conditions.

Most pupils make purposeful use of their information and communication technology (ICT) skills to support their work across the curriculum. Nearly all pupils in the foundation phase use electronic tablets effectively, for example when recording their visit to the local lifeboat. They use a simple database confidently, for example to record the shoe size of members of the class. Most pupils in key stage 2 use the internet effectively to search for information. They create multimedia presentations successfully to present their findings, for example when telling the history of the shipwreck at Porth Tŷ Mawr. At the top of the school, they develop their coding skills skilfully to create a simple animation program. However, only a few pupils in key stage 2 develop a good understanding of how to handle data to enable them to follow specific lines of enquiry across the curriculum.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils enjoy the school's life and work and feel safe within its caring, inclusive and supportive ethos. They are welcoming, polite and very courteous when greeting each other, staff and visitors. One of the school's excellent features is the very kind and caring way in which many of the older pupils care for the younger pupils. All pupils have a 'Ffrind Ffeind' (kind friend) who helps them to settle at the school and get to know and form a sound relationship with older pupils. A good example of this is the way in which key stage 2 pupils support younger pupils during their trip to the local swimming pool. Nearly all pupils are aware of the importance of attending school regularly, and this is reflected clearly in their good and consistent attendance.

Nearly all pupils show great pride in their school, their community and their Welshness. They take pride in the Welsh language and use it naturally when talking to each other. Nearly all contribute extensively to the community, for example by supporting the local eisteddfod and contributing to concerts. This has a positive effect on their understanding of their culture, in addition to developing a sense of pride and belonging to their community. This is highlighted in the close relationship between pupils and a group of elderly people who visit the school weekly to have lunch with them.

Nearly all pupils behave very well in lessons and around the school. Most show positive attitudes to learning. They are active and enthusiastic learners who work together in harmony and stay on task for extended periods. In the foundation phase, most pupils show a sound understanding of classroom organisation and move around the various areas confidently and independently. They are always ready to learn, concentrate well and show resilience when facing new challenges. Most key stage 2 pupils respond positively to the opportunities they are given to influence what they would like to learn within the term's theme. This engages and motivates them successfully to learn. However, their role in guiding their own learning, making decisions and being independent learners has not been developed in full. Only a minority of key stage 2 pupils know how to improve their own work independently.

The pupil's voice, through the work of the school's committees, is developing appropriately. Pupils who sit on the various committees and groups, such as the

'Grŵp Gwyrdd' (Green Group), the 'Bronze Ambassadors' and the school council, undertake their work enthusiastically. A good example of this is the successful campaign by the 'Grŵp Gwyrdd' to get rid of plastic straws during milk time. Pupils support local and national charities successfully through a variety of fundraising activities. This develops their awareness of other people's needs effectively.

Nearly all pupils have a sound understanding of the importance of eating and drinking healthily, and they understand the positive effect of exercise on their health. They make sensible choices about their diet, for example when visiting the daily fruit shop that is held by the pupils themselves. Most pupils take part in exercise activities, such as the 'Dal i Fynd' (Keep Going) club, which contributes well to their wellbeing and fitness. Nearly all pupils understand the importance of staying safe on the internet.

### **Teaching and learning experiences: Good**

Staff establish a close working relationship with pupils, which fosters a successful learning environment. Teachers know the pupils well and provide them with effective support while they work and interact with their peers. The wonderful working relationship between adults and pupils has a positive effect on pupils' standards and wellbeing.

There is a very strong Welsh ethos, and provision encourages pupils to use the Welsh language fully in all aspects of school life. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully towards their polished spoken language. As a result, many older pupils have robust translanguaging skills and develop as competent and confident bilingual learners. There is a clear emphasis on developing a curriculum that is based on Wales and Welsh heritage. Teachers provide a range of valuable experiences for pupils, which reflect the nature and context of the school successfully. A strong feature of provision is the valuable opportunities for pupils to learn about the local area. A good example of this is pupils' work on the coastal path and the area's maritime tradition. This contributes effectively to their understanding of their local area, history and culture. As a result, pupils take pride in their heritage and Welshness.

Teachers provide a range of practical and rich learning experiences for pupils. They deliver interesting and imaginative cross-curricular themes and work programmes, which broaden most pupils' knowledge and understanding and strengthen their commitment to their work effectively. The principles of the foundation phase have been embedded firmly. There is a clear emphasis on nurturing independence and developing pupils' skills by providing them with practical and stimulating experiences. Recently, key stage 2 teachers have begun to adapt the curriculum to meet the purposes of the new curriculum for Wales by providing increasing opportunities for pupils to make decisions in relation to their work. This has a positive effect on pupils' attitudes to learning. However, it is too early to measure the effect of this on pupils' outcomes.

Teachers have good subject knowledge and lead learning sessions effectively. They have high expectations, explain new concepts clearly and usually ensure that sessions have a good pace. They link their lessons effectively with previous learning and use a range of methods skilfully. Purposeful co-operation between teachers and

assistants provides good support to enable pupils to complete their tasks and benefit from them successfully. Overall, there is a good balance between experiences that are led by adults and opportunities for pupils to work independently. However, there is a tendency, at times, for key stage 2 teachers to over-direct activities and this limits opportunities for pupils to take responsibility for their own learning.

Teachers plan effectively to develop pupils' literacy and numeracy skills across the curriculum. On the whole, teachers provide good opportunities for them to use their ICT skills to gather and present information. However, opportunities for pupils in key stage 2 to develop their ICT skills, for example to create databases and analyse evidence in order to follow specific lines of enquiry, have not been developed effectively enough across the curriculum.

Recently, the school has strengthened the use of assessment for learning strategies. Teachers provide pupils with effective oral feedback and encourage them to persevere and reflect further on how to improve their work. They intervene sensitively to support pupils at appropriate times during the lesson, for example to encourage them to check their progress against success criteria. However, opportunities for pupils to evaluate their own work and that of others are limited.

### **Care, support and guidance: Good**

The school is a caring a familial community that promotes good behaviour, courtesy and respect highly effectively. The supportive and friendly working relationship between staff and pupils is a strong feature of the school. This is reflected in the pupils' good behaviour and courtesy and their positive attitudes to learning. The school is very active in the village and the wider community, and encourages pupils regularly to show pride in their school and their local community. Teachers provide valuable opportunities for pupils to take part in a variety of community activities and local visits. A good example of this is the 'Museum Takeover' project, in which pupils are given an opportunity to work closely with the local maritime museum and conduct sessions in the museum with visitors. As a result, pupils develop a strong sense of belonging to their community.

The school promotes pupils' spiritual, moral, social and cultural development effectively. By studying the history of Martin Luther King and Rosa Parks, pupils in key stage 2 develop a good understanding of fairness and human rights. This promotes their understanding of equality and diversity in society effectively. By reflecting in collective worship sessions on the principles of various religions, staff provide purposeful opportunities for pupils to experiences spiritual and moral elements. This is supported well by arranging for pupils to visit a mosque and the cathedral as part of their lessons. The local church and chapel are valuable resources to the school when planning for the Christmas and harvest services. As a result, most pupils develop as moral and knowledgeable individuals.

Provision to develop pupils' creative and expressive skills is successful. Visitors are used effectively to expand pupils' creative experiences, for example by musicians visiting the school to co-compose and perform songs with them. Pupils take pride in these opportunities and also in opportunities they are given to compete in eisteddfodau and perform in concerts within their local area during the year. This contributes successfully towards increasing many pupils' self-confidence and their



ability to work together effectively. This promotes their social skills and life skills successfully.

The school has effective procedures to track pupils' progress. Teachers identify pupils' additional learning needs and personal needs at an early stage and provide them with timely and purposeful support. This has a positive effect on their progress. All pupils with additional learning needs have an effective individual development plan. Plans are reviewed regularly with pupils, teachers and parents. As a result, pupils make good progress from their starting points. The school has an effective procedure to improve pupils' emotional wellbeing by providing multimedia and social sessions for those who need them. These activities enable the very few pupils who need them to talk about their feelings in small, supportive groups and help them to cope well with their daily lives. The school has valuable links with external agencies in order to support pupils and provide staff with further support and guidance.

The school establishes productive relationships with parents. Parents are informed regularly through letters, text messages and social media about the school's activities and events, in addition to the term's themes. Regular meetings are held for them to discuss their children's progress and development targets, and to reinforce what they can do to support their children with their work. As a result, parents feel a part of the school and co-operate effectively with staff.

The school has appropriate arrangements to promote eating and drinking healthily. It encourages pupils to eat a healthy diet by providing a daily fruit shop. Swimming lessons, the regular running club and extra-curricular clubs promote pupils' understanding successfully of the importance of keeping fit. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Leadership and management: Good**

The headteacher provides the school with caring and supportive leadership, which provides it with a clear strategic direction and leads it successfully to develop wellbeing and good standards among pupils. She has a clear vision that is based on creating an environment and an atmosphere in which pupils can grow, develop and mature to become confident individuals who are aware of the wellbeing of others and are responsible members of society. She conveys this vision effectively to staff, pupils, governors, parents and members of the wider community. The teamwork that exists within the school is a strength and ensures that everyone contributes effectively towards realising this vision successfully.

Members of staff work together effectively, fulfil their roles successfully and support the headteacher conscientiously. They meet formally and informally regularly to discuss progress and improvement objectives. This ensures that the school's day-to-day systems work well. However, the school has not defined arrangements formally for fulfilling leadership responsibilities in the headteacher's absence.

Performance management processes are effective, and the headteacher promotes staff's professional development conscientiously by linking training priorities with the school's priorities for improvement. Joint training and the willingness to plan interesting experiences jointly with schools in the catchment area and the cluster

provide valuable opportunities for staff to share ideas. Meetings to moderate and standardise pupils' work with schools in the cluster ensure accuracy and consistency in identifying pupils' levels and attainment. However, opportunities for staff to visit schools outside the local area to observe good practice in similar schools are limited.

The school plans thoroughly to meet local and national priorities. Staff address recent developments in education enthusiastically, for example in preparing for the new curriculum for Wales and introducing the digital competence framework. A good example of this is the current theme on 'The Sea'. Teachers provide beneficial opportunities for pupils to gain skills such as perseverance, concentration and co-operation, which contribute effectively towards ensuring that they show high levels of motivation, interest and pride in their work. A clear emphasis on promoting the Welsh language and developing pupils' awareness of Welshness has a very positive effect on their knowledge of their local area and their standards in the Welsh language.

Overall, the school responds successfully to its priorities for improvement. It ensures a clear focus on evaluating progress and identifies the effect of teaching on pupils' outcomes and wellbeing. This is reflected in the way in which the school has implemented a successful plan to improve specific areas. These include raising pupils' standards in English and refining the governing body's quality improvement processes, which now identifies and understands the school's strengths and areas for improvement well. Through frequent and regular visits, governors have knowledge of teaching strategies and are willing to challenge the school and hold it to account.

Leaders manage resources effectively in order to provide varied and rich learning experiences for pupils. They allocate funding appropriately to support the school's priorities and monitor expenditure carefully. The school benefits from financial contributions from the parents' association to purchase resources, such as ICT equipment, which succeeds in extending opportunities to respond to the requirements of the digital competence framework.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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