



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

**A report on**

**Ysgol Pentreuchaf  
Pentreuchaf  
Pwllheli  
Gwynedd  
LL53 8DZ**

**Date of inspection: April 2019**

**by**

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

## About Ysgol Pentreuchaf

The school is situated on the outskirts of Pentreuchaf, near Pwllheli in Gwynedd local authority. It serves the village itself and the surrounding rural area, which includes the villages of Llannor, Lithfaen, Rhydyclafdy and Pentreuchaf. Welsh is the main medium of the school's life and work. There are 99 pupils between 3 and 11 years old on roll, including 4 nursery age pupils. They are divided into four mixed-age classes.

Over the last three years, around 10% 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 12% of its pupils as having additional learning needs, which is significantly lower than the national percentage of 21%.

The headteacher was appointed to the post in September 2009. The school was last inspected in September 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 has a very strong Welsh ethos. Provision encourages pupils to make full use of the Welsh language in all aspects of school life. Pupils show pride towards the language and a clear appreciation of the culture and history of the local area. During their time at the school, most pupils develop as competent and confident bilingual learners, and make good progress.

Staff create a happy, caring and inclusive ethos at the school, which fosters a supportive learning environment for pupils. Teachers provide interesting learning experiences for pupils, which meet most pupils' needs. As a result, pupils are happy to attend, and most behave well and develop positive attitudes to learning. They treat their peers, staff and visitors with respect and take pride in their school.

The headteacher provides effective leadership, which provides a clear strategic direction for the school. Staff are dedicated and enthusiastic, and show a strong commitment to promoting continuous and sustainable improvements. Governors have a sound understanding of the school and use their knowledge purposefully to challenge the school 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 Share the best features of teaching across the school in order to ensure that all pupils are challenged to achieve to the best of their ability
- R2 Ensure that key stage 2 pupils are more aware of what they need to do to improve their own work
- R3 Improve the English spelling skills of pupils in key stage 2
- R4 Ensure regular and appropriate opportunities for key stage 2 pupils to develop their numeracy skills across the curriculum

## **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 good progress from their starting points.

In the foundation phase, nearly all pupils' speaking and listening skills develop quickly. By Year 2, they concentrate well and discuss their tasks with increasing confidence by using wide and correct vocabulary. They are keen to talk about their work and experiences, for example when discussing the orang-utan's habitat as part of their theme work on the rainforest. Most pupils in key stage 2 build well on this firm foundation. They have pride in the Welshness and their local area. Nearly all speak Welsh completely naturally, for example when discussing and comparing the school's features over one hundred years ago with the current provision. They are able to express themselves maturely in Welsh and English, for example when describing characters in books and summarising the main events.

Most pupils enjoy reading and make good progress consistently. 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. They use their reading skills effectively to find specific facts, such as the life story of wild animals in Africa. 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 older pupils' work on learning about the flooding of the Tryweryn valley. Most pupils' early writing skills are developing well and, by the end of the foundation phase, they extend their ideas effectively, for example when writing an interesting story to read at bedtime. Many pupils in key stage 2 develop their writing skills successfully. A good example of this is the older pupils' poems on the theme 'Ffrindiau' ('Friends') and 'Breuddwydion' ('Dreams'), which emulate the style of a local poet following her visit to the school. Most adapt their style and structure of different texts skilfully, for example when writing newspaper articles about the first landing on the moon, or when giving directions on how to travel from Pentreuchaf to Bardsey Island. By the end of the stage, most pupils show a sound grasp of spelling patterns, paragraphs and punctuation in Welsh. However, there are too many common spelling errors in the work of a minority of pupils in English.

Nearly all pupils in the foundation phase make strong progress in their mathematical development. By Year 2, they have a sound grasp of number facts and measurement, and handle money correctly. They apply their numeracy skills consistently across the areas of learning. Most pupils in key stage 2 build well on this firm foundation during mathematics lessons. By Year 6, many use a wide range of methods confidently to solve problems, for example when discussing the cost for a family to travel on the Welsh Highland Railway. They use their data-handling skills appropriately when analysing a line graph, for example to compare the temperature in different cities. However, they do not always use their numeracy skills to the same level in activities across the curriculum.

Most pupils use their information and communication technology (ICT) skills purposefully to support their work across the curriculum. Nearly all pupils in the foundation phase use electronic tablets effectively. For example, Year 2 pupils create a booklet 'O'r gwellt i'r gwydr' ('from grass to glass') to record their work following a visit to a local dairy farm. They input a series of instructions confidently into an electronic toy to collect litter. Most pupils in key stage 2 use the internet effectively to search for information, and create multimedia presentations successfully to present their findings, for example on the effect of plastic waste on the environment. They develop a good understanding of how to handle data to enable them to follow specific lines of enquiry across the curriculum, for example when discussing the effect of physical exercise on the heart rate. They use animation programs confidently to present imaginative ideas.

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

Most pupils enjoy attending school, feel completely safe there and know whom to approach for advice if anything is worrying them. They are confident that staff respond promptly to any concerns that they may have. They show pride when talking about their school, their community and language, and are polite towards each other, staff and visitors.

Most pupils have good social skills and life skills. They are caring towards each other and treat others with respect in lessons, in the dining hall and on the school playground. Most work effectively with their peers. A good example of this is their enthusiastic response to regular green days, where pupils of all ages work together and treat each other with care and respect. The few pupils in key stage 2 who face challenges in terms of maintaining good behaviour and playing with their peers are supported effectively and respected by their peers. Nearly all pupils are aware of the importance of attending school regularly and punctually.

Most pupils show positive attitudes towards their learning. Nearly all pupils in the foundation phase work enthusiastically, independently and stay diligently on task. They show high levels of motivation, interest and pride in their work, and make regular decisions about how and what they learn. Many key stage 2 pupils apply themselves diligently to their tasks and work together in harmony. When pupils are engaged in activities that motivate them, such as work relating to the recent theft of lead at the school, most persevere with the task enthusiastically. This strengthens their commitment to their work effectively. However, pupils' ability to improve their own work in key stage 2 is only just beginning to develop. A minority are too dependent on guidance from teachers to complete their work.

Pupils who shoulder responsibilities, such as being a member of the school council, eco council and the Digital Wizards, fulfil their roles effectively. They understand that they represent the views of other pupils in the school community and take their roles seriously. They participate enthusiastically in a variety of activities, such as the environmental project to create ecobricks. This raises the awareness of pupils, parents and the wider community of the importance of recycling and taking care of our world.

Through the opportunities that are available to work with other schools, such as the local additional learning needs school, pupils develop their understanding of equality

and the needs of others very effectively. Pupils contribute extensively when raising money for charities, for example for Red Nose Day, Down's syndrome and Macmillan. An excellent feature is pupils' dedication as Dementia Friends. Through their campaign, they have gained a very good understanding of the condition. By studying various countries and religions, they develop a good awareness of other cultures and the wider world. This has a positive effect on most pupils' awareness of the needs of others in the community and the wider world.

Most pupils understand the importance of eating and drinking healthily, and understand the effect of exercise on their health. They make regular use of the running track around the school, which has a positive effect on their wellbeing and fitness. They take pride in the opportunities they are given to take part in sporting extra-curricular activities.

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

Teachers and support staff work well together to plan and deliver a wide range of learning experiences that engage most pupils' interest effectively. Teachers know the pupils well and provide them with effective support while they work and interact with their peers. The good relationship between adults and most pupils has a positive effect on pupils' standards and wellbeing.

There is a very strong Welsh ethos, and provision encourages pupils to make full use of the Welsh language in all aspects of school life. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their polished oral skills. As a result, most pupils develop as competent and confident bilingual learners. There is a clear emphasis on developing a curriculum that is based on Wales and Welsh heritage. This contributes effectively towards pupils' understanding of their local area, history and culture.

Most teachers use a variety of effective teaching methods, which motivate pupils to learn. They have good subject knowledge and use this information skilfully to plan interesting learning experiences. Where teaching is at its best, in the foundation phase, imaginative presentations and the pace of lessons are a strong feature of teaching. In these classes, teachers have very high expectations and use open-ended questions very successfully to encourage pupils to think for themselves. As a result, pupils have the confidence to try, and undertake tasks enthusiastically and independently. At times, key stage 2 teachers have a tendency to over-direct activities, which limits pupils' ability to work independently. This also limits the level of challenge, particularly for more able pupils.

The principles of the foundation phase have been embedded in full. Teachers include pupils' ideas very successfully to plan an effective balance of activities led by staff and opportunities for pupils to work independently in the learning areas. From the outset, teachers provide stimulating tasks and experiences that engage nearly all pupils' interest very effectively. A range of imaginative and challenging activities is used, which fosters pupils' independence effectively. As a result, pupils have the confidence to try and to think for themselves. This strengthens their commitment to their work very successfully. Staff use the school's resources effectively and flexibly, including the outdoor areas, in order to provide regular opportunities for pupils to apply their literacy, numeracy and ICT skills effectively across the areas of learning.

Key stage 2 teachers provide a range of valuable learning experiences that meet many pupils' needs effectively. They provide cross-curricular themes and interesting work programmes that expand most pupils' knowledge and understanding well. However, they do not always match tasks well enough to the range of ability within the classes in order to challenge all pupils to achieve to the best of their ability. Teachers plan effectively to develop pupils' literacy skills across the curriculum. As a result, most pupils transfer and apply these skills confidently. However, there are no regular opportunities for pupils to use their numeracy skills to the same extent across the curriculum. The school has given careful consideration to the digital competence framework, and has ensured valuable opportunities for pupils to apply their ICT skills regularly across the curriculum.

The school has recently strengthened its use of assessment for learning strategies. Most teachers provide pupils with valuable feedback during lessons and encourage them to persevere and reflect further on how to improve their work. However, this practice is not consistent across the school, and opportunities for key stage 2 pupils to guide and improve their work are limited.

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

Staff create a happy, caring and inclusive ethos within the school. They promote pupils' spiritual, moral, social and cultural development effectively. Valuable collective worship sessions ensure opportunities for pupils to consider the views of others, and also give them an opportunity to reflect on how to take care of our world. Recently, the school has adopted a number of strategies to respond to a few pupils' emotional needs. An effective example of this is the use of yoga and a green mindset to develop pupils' emotional wellbeing and positive attitudes to learning.

The emphasis on promoting the Welsh language and Welshness is a strength and ignites pupils' pride in their culture, heritage and bilingualism. As a result, nearly all pupils choose to speak Welsh, both inside and outside the classroom. Provision to develop pupils' creative and expressive skills is very effective. A large number of rich events and visits are provided by local authors, artists and musicians to expand pupils' creative experiences. Teachers provide valuable opportunities for pupils to perform and compete in eisteddfodau and competitions, such as the book quiz. This develops their self-confidence and ability to work together effectively.

The school's procedures for tracking and monitoring pupils' progress are sound. Teachers use the information from these processes successfully to respond to the needs of pupils and specific groups who need additional support. They use a variety of suitable methods to identify and provide appropriate intervention for them. The range of interventions enables these pupils to make good progress in their learning. The individual education plans of pupils with additional learning needs include clear targets, which are implemented effectively by teachers and assistants, and ensure that most pupils make sound progress against their targets. Staff monitor pupils' progress regularly, and pupils and parents are involved in the review process. Staff work effectively with a number of specialist agencies, which provide them with valuable support and guidance. The school has put robust systems in place to support the emotional wellbeing of a cohort of pupils and to promote good behaviour.



The school establishes productive relationships with parents. Staff communicate appropriately with parents, and opportunities are provided every term for teachers to share information with them through meetings and reports. The school considers parents' views regularly. The friends of the school are very supportive and contribute to the school's projects and community. Examples of this include holding a Macmillan coffee morning and an evening to promote the Welsh language in the community. Foundation phase pupils give valuable presentations to parents on music and song projects, and recycling. This raises parents' awareness of pupils' work at the school and enables them to support their work at home.

There is a clear focus on developing personal and social education. The school has appropriate arrangements to promote eating and drinking healthily, in addition to keeping fit. This has a positive effect on pupils' awareness of issues that relate to their health and wellbeing. The school promotes the importance of helping others regularly, for example by supporting local and national charities. This develops pupils' understanding of other people's needs effectively. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

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

The headteacher provides effective leadership, which ensures a clear strategic direction for the school and promotes a close-knit and inclusive community. He has a clear vision that is based on ensuring a range of rich learning experiences for pupils in a happy and supportive environment, which gives 'pupils two important things, one being roots, and the other being wings'. Promoting the Welsh language and Welshness is one of his priorities and is central to all of the school's work. The headteacher works with staff, pupils, governors and parents to implement this vision successfully. Staff are dedicated and shoulder their responsibilities conscientiously and effectively. They show a strong commitment to promoting continuous and sustainable improvements.

The self-evaluation procedure is at the heart of the school's life and work. It has been established firmly and focuses clearly on pupils' outcomes and the effect of provision, teaching and care. Regular monitoring activities are a key part of the school's procedures to raise standards continuously. Staff use different sources of self-evaluation evidence effectively, including lesson observations, learning walks and listening to pupils in order to identify current performance. This gives them a good awareness of strengths and areas for improvement, and the school shows good progress against the priorities that are identified in the school's improvement plans. This, for example, has led to an improvement in the standards of oracy and social skills of pupils in the early years.

The governing body is dedicated and supportive of the school. By working with staff, for example in observing lessons, they play an active role in the school's self-evaluation processes. This ensures that they have a sound understanding of the strengths of provision and areas for improvement, and enables them to hold the school to account for its performance effectively. Members use their expertise effectively to support the school, for example by contributing to activities such as developing pupils' enterprise skills, and promoting the use of strategies to build pupils' resilience in order to face challenges in their learning.

The headteacher ensures valuable opportunities for staff to benefit from professional learning activities that are relevant to achieving the school's priorities, for example by sharing good practice with other schools. This supports their professional development effectively and equips them to lead on aspects such as numeracy, literacy and special education. This contributes effectively to improvements in teaching and learning, for example in improving pupils' literacy and resilience-building skills. The school focuses well on national and local priorities. Staff address recent developments in education enthusiastically, for example in preparing for the new curriculum and introducing the digital competence framework. By promoting the local authority's Welsh Language Charter, staff succeed in nurturing confident Welsh learners who take pride in their Welshness and their local area.

Leaders manage the budget carefully and ensure an appropriate supply of relevant resources to meet the needs of all pupils. They use staff expertise effectively, for example to promote artistic and expressive activities. The school also makes effective use of expertise from within the community in order to provide valuable experiences for pupils, which contribute well to their wellbeing and standards. For example, co-operation with a local bakery and a nearby football club provides beneficial opportunities to apply literacy and numeracy skills in a business and sporting context.

The school uses a range of grants purposefully, including the pupil development grant, to enrich provision. This has a positive effect on pupils' wellbeing and attainment.

## 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:

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