



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

**A report on**  
**Ysgol Bro Plenydd**

**Y Ffôr  
Pwllheli  
Gwynedd  
LL53 6UP**

**Date of inspection: May 2023**

**by**

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

**This report is also available in Welsh**

## About Ysgol Bro Plenydd

Name of provider	Ysgol Bro Plenydd
Local authority	Cyngor Gwynedd
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	87
Pupils of statutory school age	66
Number in nursery classes (if applicable)	13
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.0%)</i>	4.7%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 16.1%)</i>	13.6%
Percentage of statutory school age pupils who speak Welsh at home	84.8%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	January 1995
Date of previous Estyn inspection (if applicable)	03/02/2015
Start date of inspection	15/05/2023

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Overview

Ysgol Bro Plenydd is a successful learning community that celebrates Welshness, courtesy and respect and pupils' achievement exceptionally well. The headteacher provides clear and wise guidance and respects the efforts of everyone who contributes to the pupils' complete education. All staff are committed to ensuring a high quality of care and pupil well-being across the school in a homely and supportive learning environment. This has a strong influence on pupils' attitudes towards each other and others both inside and outside the school. Teaching and support staff model language very skilfully, which has an effect on pupils' oral skills.

Pupils' use of, and pride in, the Welsh language is a strong feature and they use the language completely naturally both inside and outside the classroom. Teachers and assistants work together successfully to plan a range of stimulating and varied learning and play experiences for pupils. As a result, pupils' pride in their local area is evident.

Most pupils develop knowledge, understanding and skills that are appropriate for their ages and starting points successfully. For example, most pupils develop their Welsh speaking and reading skills skilfully, by contributing appropriately to class discussions and expressing their views clearly and maturely. However, the English reading skills of a minority of pupils have not been developed in full, particularly their ability to read aloud and discuss text and books confidently.

Provision to support the learning skills of pupils with additional learning needs is purposeful. As a result, they make good progress over time against their targets and previous attainment.

The school's self-evaluation and quality assurance arrangements are thorough. Members of the governing body support the headteacher and staff very well. They have a sound awareness of the school's strengths and priorities for development and provide an appropriate balance of support and challenge.

The headteacher, with support from staff and governors, promotes a culture of safeguarding in a highly effective and supportive manner. As a result, pupils at Ysgol Bro Plenydd are happy and safe at the school.

## Recommendations

R1 Develop pupils' English reading skills

R2 Ensure that teaching provides enough opportunities for pupils to make choices about their learning more independently

## What happens next

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

## Main findings

### Learning

On entry to the school, many pupils' literacy, numeracy and social skills are in line with what is expected for their age. During their time at the school, most, including those who have been identified as having additional learning needs (ALN), make sound progress in nearly all aspects of their learning.

Nearly all pupils' Welsh oracy is very rich across the school. By Year 2, most pupils discuss their tasks and express their feelings and ideas enthusiastically. They show a willingness to talk about their tasks and learning experiences in appropriate language with a good awareness of audience, for example as they discuss the outdoor area and their woodwork to create a house for the bees. Many pupils converse appropriately in English by Year 6.

The listening skills of nearly all pupils across the school are developing very well. They listen attentively to adults and their peers and follow instructions correctly and confidently. Most pupils listen and respond respectfully to the contributions of their peers during group work.

Most of the youngest pupils develop early reading skills appropriately. By Year 2, most read fluently and are able to search for information from texts and summarise what they read.

In the school's older years, most pupils develop increasingly fluent reading skills in Welsh. They discuss the content of their books knowledgeably and use appropriate strategies to help them to read unfamiliar words. More able pupils refer knowledgeably to the elements of novels and have a good knowledge of Welsh and English authors. They handle fictional books confidently and use reference books effectively to support their work across the curriculum. However, the English reading skills of a minority of pupils have not been developed in full, particularly their ability to read aloud and discuss text and books confidently.

The early writing skills of most of the youngest pupils develop appropriately. By Year 2, many write simple sentences independently and given due attention to basic punctuation. They develop their understanding and ability to write in different genres, for example by writing instructions on how to go on a local visit and a rich portrayal of a family member. Most older pupils write in different styles across the curriculum and demonstrate a good understanding of grammatical rules, purpose, form and audience. They produce interesting pieces of extended writing and many pupils demonstrate an understanding of the importance of structure. They show imagination

and originality when writing the opening of an imaginary story and extensive vocabulary when writing a formal letter to the local council.

Most pupils develop their mathematical skills well. From an early age, many pupils develop a good understanding of numbers, size and shape. By Year 2, many build on these skills as they learn to add and subtract numbers. They develop a secure understanding of place value in two-digit numbers. Most pupils handle the number system skilfully and show an understanding of the value of negative numbers. Most pupils in Years 3 to 6 work well with the four number rules and develop sound data-handling skills. Many apply their number skills skilfully when solving problems. They are happy to learn from their mistakes and share suggestions with their peers when checking answers. By Year 6, many pupils use a wide range of methods competently to calculate mentally and on paper when solving problems. However, only a minority of pupils are able to describe their ideas and reasoning and explain how they have come to a conclusion.

From an early age, pupils apply their digital skills in a range of creative contexts to support their wider learning. By Year 2, many use digital equipment confidently to record their learning. By Year 6, many pupils use their digital skills well to support independent research and to write, edit, re-draft and present their findings. An example of this is researching potential school clubs and presenting the results in the form of a graph in a spreadsheet program. Many pupils create and use databases and spreadsheets successfully by using formulae, for example to discover the mean of data sets about the football World Cup.

Most pupils make good progress in developing their creative skills, for example by printing leaf patterns in clay. Many pupils develop musical skills effectively by having piano and harp lessons and being given opportunities to sing in assemblies and the local Eisteddfod. The school's older pupils use their creativity successfully, for example when creating drawings of the Ffôr burial chamber.

### **Well-being and attitudes to learning**

The caring relationship among pupils and between staff and pupils is a strength of the school. This encourages pupils to develop a passion and enthusiasm for learning successfully.

Nearly all pupils feel safe at school and that they receive caring support. They are happy and polite towards adults and each other. They treat each other fairly and with respect and know whom to approach for advice if anything is worrying them. They are confident that staff respond to their concerns immediately and support them appropriately.

Most pupils feel that the school's staff listen to them and that their contribution to school life is valued; for example, they use the 'friend corner' on the playground effectively if another child needs the company of a friend during break times.

Many pupils show a positive attitude to learning. They provide appropriate suggestions about the content of lines of enquiry when planning themes and potential activities for the class, for example when considering aspects of life at the seaside or

historical studies of castles in north Wales. However, this aspect is not as evident in a minority of lessons as pupils complete tasks.

Pupils are glad of the willing feedback they receive from staff when completing their tasks and appreciate the beneficial experience of checking their own work. By identifying their success criteria, they get to know and evaluate the nature of their responses to the different tasks they undertake. As a result, most pupils demonstrate perseverance in developing as conscientious learners who support each other well in their activities. They develop effective thinking skills and show resilience when concentrating continuously on their work.

Members of the school council take their duties seriously and contribute well to the school's life and work. For example, they succeeded in establishing a break time behaviour charter and hold activities to raise money for charities. However, members do not seek the views of their peers regularly or report back to them following council meetings.

Nearly all pupils have a sound understanding of how to keep themselves safe online. They know about the importance of keeping their personal information safe and informing an adult about any concerns. Visits by the community police officer reinforce this well.

Nearly all pupils speak confidently with visitors and other adults, for example when discussing their work and interests. Nearly all pupils behave very well in lessons and around the school during break times. They understand the school rules and listen carefully to their peers and adults and show an interest in lessons, for example when creating an e-mail to thank Dafydd Iwan for coming to sing to the school following Welsh international football matches.

Most pupils have a sound understanding of the importance of eating and drinking healthily and understand the effect of physical exercise on their health. Pupils explain why it is beneficial to eat a healthy diet, for example when deciding to ask for more variety in the healthy foods that are provided for them during break time. They value opportunities to keep fit through after-school sports activities, such as the football club or by taking part in the district swimming gala.

Through their awareness of equity and equality, many pupils develop to become ethical and knowledgeable citizens. A good example of this is the way in which they respect different religions, such as Islam, while studying aspects of life in Qatar during the recent World Cup.

### **Teaching and learning experiences**

The school has a clear vision for learning which reflects the principles and culture of the Curriculum for Wales. Across the school, learning experiences promote this vision successfully and teachers provide a stimulating curriculum, which is embedded in the local area and develops pupils' skills effectively.

Teachers have a reflective and collaborative approach to planning the curriculum and refine their plans to consider the most suitable methods for their pupils. They are beginning to develop an awareness of the progress principles of the Curriculum for

Wales. This helps them to develop a common understanding of progression in pupils' learning across the school and ensure that assessments are accurate and produce the next development steps for individual learners. They have a positive working relationships with pupils, which creates an appropriate, calm and supportive learning environment. As a result, pupils feel that someone listens to them and that they are able to ask questions if they need support with their learning.

There is an effective working relationship between the school's staff, which fosters a happy and inclusive learning environment for pupils. Teachers and assistants identify pupils' needs very well.

Staff manage pupils' behaviour very well and ensure that nearly all pupils engage fully in their lessons and learning experiences. Many teachers have consistently high expectations of pupils. Providing opportunities for pupils to take responsibility for their learning is developing. However, teaching does not provide enough purposeful opportunities for pupils to make choices independently when completing tasks across the school.

A prominent feature of the school's work is the way in which teachers and practitioners encourage pupils to take pride in the Welsh language and Welsh culture and heritage. By planning rich themes about the local area, teachers develop a sound awareness and understanding among pupils of their neighbourhood by providing live and meaningful experiences for them. They plan a variety of interesting activities and experiences that reflect the nature and context of the school and its place in the local community very successfully; for example, a range of visits are organised to local places of interest, such as the burial chamber and the trip to the summit of Carnguwch.

Most teachers share clear objectives at the beginning of lessons and success criteria are used regularly. As a result, pupils have confidence when self-evaluating their efforts and their own progress and that of their peers. All staff use various questioning techniques effectively to extend pupils' understanding.

Staff provide pupils with valuable oral feedback during activities to support and extend their learning. They provide simple and effective written feedback and pupils respond to it regularly, which provides them with clear guidance on the next steps in their learning. As a result, pupils across the school respond confidently to what is good in their work and the next learning steps.

The school tracks pupils' progress thoroughly and makes appropriate use of various assessments, which ensures that they receive the support they need to succeed. As a result, most pupils make good progress in nearly all aspects of their learning.

### **Care, support and guidance**

All members of staff provide high quality care, support and guidance for pupils and this is one of the school's strengths. They demonstrate a high level of care and respect towards each other and this has succeeded in creating an inclusive learning community. The school's values, which include showing respect and trust, Welshness and co-operation, are understood and used well by pupils. As a result,

they develop positive attitudes to their learning and well-being and behave extremely politely.

Pupils' ideas and views are respected across the school, for example by providing opportunities for them to make decisions that strengthen their role in society, such as supporting the local food bank.

One of the school's highly effective strengths is its provision for pupils with ALN. Pupils have measurable and achievable targets that outline clearly their educational, emotional or social needs, as necessary. All pupils have a detailed individual profile that provides important information about their interests and how to take care of their well-being. They also include a clear outline of specific strategies and support that succeed in ensuring that pupils reach their targets. Information about pupils is used effectively to meet their needs, and the contributions of specialist agencies are used beneficially, where necessary. As a result, teachers have a better knowledge of the strategies that are effective in meeting pupils' needs, for example those pupils with signs of dyslexia. Other pupils receive specific careful support which refers to improving temporary underachievement in literacy and numeracy.

The Additional Learning Needs Co-ordinator (ALNCo) track pupils' progress and nearly all pupils with ALN make good progress over time against their targets and previous attainment. A notable aspect is provision to support the mental health and well-being of specific pupils, for example a member of staff has been trained to support pupils on aspects of their emotional well-being. As a result, these pupils cope better with aspects of their well-being following opportunities to discuss their personal worries as and when necessary.

Pupils' social, moral and spiritual skills are developed effectively during collective worship sessions and class lessons. Regular worship assemblies are held, which provide beneficial opportunities for pupils to reflect on religious and spiritual aspects, for example being kind to others and understanding the importance of being a good friend.

Teachers promote pupils' cultural and creative development through a range of interesting activities, for example by promoting pupils' understanding and knowledge of the culture and history of their *cynefin* (locality) by going on a trip to trace the legends of the Llŷn Peninsula. They are also given opportunities to create a series of attractive pictures that emulate the work of Welsh artists and provide opportunities for pupils to compete in the Ffôr Eisteddfod. As a result, pupils are hardworking citizens who know and respect their *cynefin* well.

Physical education lessons and extra-curricular opportunities, such as football, provide beneficial opportunities for pupils to foster positive attitudes towards keeping fit and healthy.

The school monitors pupils' attendance effectively. The procedures that are used to challenge low attendance are comprehensive and are beginning to have a positive effect on attendance.

The culture of safeguarding is a priority to everyone across the school and staff ensure that all pupils are aware of how to stay safe online. The school's

arrangements for safeguarding pupils meet requirements and are not a cause for concern.

## **Leadership and management**

The headteacher and all staff work together highly effectively to create a Welsh, caring and homely learning environment for pupils. The headteacher's wise and dedicated leadership ensures a clear and appropriate strategic direction that engages the enthusiasm of all staff to do their best for the school and its community.

The headteacher sets high expectations for herself, staff and pupils and promotes effective teamwork between teachers and assistants. The school's shared vision is based firmly on developing pupils' well-being and resilience and maintaining happy and healthy relationships. As a result, nearly all pupils show very strong attitudes towards their learning and take pride in their Welshness, their school and the local area.

All members of staff understand their responsibilities well and take part in valuable opportunities to develop their skills and knowledge successfully. Staff performance management arrangements are sound and make a very valuable contribution to their development. There is a good range of beneficial experiences for individuals to develop professionally and lead specific aspects of work within the school. A good example of this is the co-operation across the network of local schools to plan and revise foundation learning practices. This enables staff to improve their understanding of current principles and provision that have an effect on pupils' well-being and progress. Assistants are key members of the school team who contribute regularly to improving standards of pupils' learning, well-being and social skills. Nearly all teachers are responsible for one of the areas of learning and experience of the Curriculum for Wales. Their expertise in these areas have an influence on valuable experiences for pupils in the classrooms.

The school's self-evaluation and quality assurance arrangements are thorough. After establishing a timetable for a range of monitoring activities, the headteacher and teachers scrutinise pupils' books, conduct learning walks and seek the views of parents and stakeholders. This has enabled leaders to identify strengths and aspects for improvement accurately; for example, they have planned successfully to improve pupils' Welsh reading skills.

Information from monitoring arrangements is used successfully to set clear priorities for improvement, for example to develop pupils' digital skills across the school. Staff meetings are held regularly to organise and implement activities to achieve the agreed priorities. Decisions about expenditure and financial planning link appropriately to the priorities for improvement, including the effective use of the pupil development grant.

Members of the governing body support the headteacher and staff very well. They have a sound awareness of the school's strengths and areas for development and provide an appropriate balance of support and challenge. Members of the governing body meet regularly to discharge their statutory duties and discuss the school's work. They also receive useful information, reports and presentations from the headteacher

and other teachers. The school has appropriate arrangements to promote healthy eating and drinking.

Governors and the headteacher ensure a very good supply of resources that support learning purposefully. They make the best use of the building and the resources that are available; for example, they make appropriate use of the community hall and playing field on the school grounds for activities such as physical education lessons and concerts. They manage funding effectively and use the additional grants appropriately, for example by employing assistants to support specific groups of pupils with their language skills and updating resources in the outdoor area. This contributes directly to developing pupils' skills and well-being.

The headteacher, with support from staff and governors, promotes a culture of safeguarding in a highly effective and supportive way. As a result, pupils at Ysgol Bro Plenydd are happy and safe at the school.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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

## Copies of the report

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

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)

This and other Estyn publications are available on our website:

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