



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

**A report on**

**Ysgol O.M. Edwards**

**Llanuwchllyn**

**Bala**

**Gwynedd**

**LL23 7UB**

**Date of inspection: October 2024**

**by**

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

**This report is also available in Welsh.**

## About Ysgol O.M. Edwards

Name of provider	Ysgol O.M. Edwards
Local authority	Cyngor Gwynedd
Language of the provider	Welsh
School category according to Welsh-medium provision	Welsh-medium school
Type of school	Primary
Religious character	
Number of pupils on roll	77
Pupils of statutory school age	68
Number in nursery classes	9
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> ( <i>The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%</i> )	*
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 11.1%</i> )	6.8%
Percentage of statutory school age pupils who speak Welsh at home	89.0%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	
Start date of inspection	07/10/2024

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

## Summary

The headteacher's strong leadership, together with the school's conscientious staff, foster well-being, care and support for pupils effectively. They know their pupils well and have a sound understanding of the school's strengths and areas for improvement. A homely and inclusive ethos nurtures pupils to have positive attitudes to learning and play. Staff support pupils' well-being and learning effectively.

Teachers work diligently to ensure that most activities engage pupils' interest and offer them useful feedback and support. However, teachers do not provide purposeful opportunities for pupils to make independent choices about how to learn and present their work effectively enough.

Across the school, most pupils develop a range of skills well. They listen attentively to adults' instructions and each other's contributions. Most pupils' Welsh language skills develop effectively. However, their English skills do not develop to the same standard. As they move through the school, most pupils' number, creative and digital skills develop soundly.

The headteacher and staff have a positive relationship and effective communication arrangements with parents. As a result, parents have the confidence to raise any issues that may affect their children's well-being and learning.

Staff enrich pupils' learning extremely successfully with valuable community links. For example, pupils play a core role in taking part in various services, compete in the local eisteddfod and collect litter to make the local area more attractive. As a result, opportunities contribute to developing pupils to be conscientious citizens who take pride in the community and their environment.

## Recommendations

We have made two recommendations to help the school continue to improve:

- R1 Develop pupils' English skills
- R2 Provide purposeful opportunities for pupils to make independent choices about how to learn and present their work

## What happens next

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

## Main evaluation

The school is a caring, inclusive and familial community that is a core part of its local community. Staff provide a stimulating learning environment which promotes pupils' well-being and learning experiences successfully. They have a good working relationship with pupils, which fosters a homely environment within the school. A strong feature of the school is the way in which the oldest pupils support the well-being of the youngest pupils completely naturally during learning and play. The headteacher and staff have a good relationship with parents. As a result, parents trust the staff to respond positively to any issues that may affect the well-being or education of their children.

Across the learning areas, staff place a regular emphasis on fostering pupils' passion for the Welsh language. They communicate with pupils by using polished language which supports them to use Welsh completely naturally. Pupils also benefit from valuable experiences while working with famous poets and singers and compete regularly in the Urdd's local and national Eisteddfodau. As a result, pupils' enthusiasm and pride in speaking Welsh are a notable strength.

The headteacher's strong leadership sets a clear strategic direction for the development of the school. He professes his vision clearly to develop pupils who are happy, polite and do their very best, and he conveys this successfully to the whole school community. He has high expectations of himself, staff and pupils and, as a result, a supportive, hardworking and Welsh ethos permeates all of the school's activities.

Leaders ensure that staff's well-being is at the heart of their day-to-day work and ensure that strong consideration is given to their responsibilities. The school has robust arrangements to promote regular attendance and good punctuality among pupils, including daily monitoring and purposeful communication with parents. As a result, attendance rates are consistently high. The school provides suitable opportunities for pupils to develop spiritual and moral aspects in assemblies, which include inviting visitors to the school and by organising valuable educational visits. Pupils learn about other religions and global issues that occur in different cultures.

Leaders have a clear vision to provide a broad, rich and contemporary curriculum for pupils which is rooted skilfully in learning activities. Learning experiences develop pupils' awareness of the area's extremely rich history, culture and heritage skilfully. The school shares effective practices with local schools occasionally, which provides purposeful opportunities for staff to learn and share their experiences with other professionals. For example, staff from other schools visit the school to observe good practice regarding the way in which teachers enrich provision while continuing to embed the curriculum.

Staff plan to develop pupils' skills purposefully. They set high expectations and motivate pupils to develop their skills constructively and progressively. Overall, learning activities support pupils to apply their skills beneficially across the curriculum. As a result, most pupils make sound progress from their starting points. Arrangements for supporting pupils with additional learning needs (ALN) are

appropriate. Pupils' individual plans include purposeful targets and opportunities for staff, parents and external agencies to review pupils' progress.

Across the school, most pupils develop their Welsh oral and literacy skills effectively. This is a notable quality of the school. However, staff do not provide purposeful opportunities for pupils to develop their English reading and writing skills coherently over time.

Most pupils' mathematics skills develop soundly. Across the school, many apply their number skills confidently in relevant learning activities across the curriculum. For example, the oldest pupils solve scientific problems enthusiastically while trying to solve a code to leave the class. Most pupils' digital skills develop appropriately as they research and support their learning in the areas of learning.

Nearly all pupils participate enthusiastically in activities that promote good health and physical skills, particularly in the school's extensive outdoor areas. The youngest pupils develop their physical skills by controlling bicycles and lifting timber purposefully in the outdoor area, for example. Valuable opportunities are provided for the oldest pupils to take part in local, regional and national sports competitions. This supports them to develop their pride in the school successfully. As a result, pupils develop their physical skills and approach to co-operation extremely effectively.

Most teachers organise activities effectively and promote good behaviour and encourage pupils' regular engagement with their learning. Nearly all pupils apply themselves enthusiastically to the activities and have strong attitudes to learning. They concentrate well in activities and persevere with the activities consistently. However, teachers do not provide purposeful opportunities for pupils to make independent choices about how to learn and present their work effectively enough. On the whole, pupils are aware of the next steps in their learning and act on oral feedback from staff regularly to refine and improve their work.

By being members of pupil's voice committees, pupils' leadership skills develop suitably. In the best practice, committee members influence issues in the local community directly, for example when the safety council checks the speed of vehicles on the main road outside the school.

The headteacher has a sound understanding of the school's strengths and areas for development. Staff use evidence effectively to develop teaching methods and enrich pupils' learning experiences. The governing body is supportive of the school's work. They know the school and the community it serves well. Members of the body develop their understanding of the school's improvement activities when considering visits to the classes and scrutinising pupils' work. Overall, governors' knowledge of the school's performance is suitable.

The headteacher has created a positive culture to provide valuable professional learning opportunities for all staff. They are encouraged to develop professionally by undertaking additional responsibilities. For example, a member of staff has secured provision to support pupils to make consistent progress in their digital skills. This has supported staff to investigate further to improve their personal digital skills which, in turn, has led to improving provision. As a result, staff's confidence in developing and applying pupils' digital skills is beneficial.

Pupils benefit from the school's valuable links with local and national industry, including local companies, Bangor University and television and radio companies. As a result, pupils develop lifelong skills and knowledge of different careers successfully.

A notable aspect of the school's work is its role within its wider community. The school is at the heart of the local area and pupils play a core part by participating in various services and competing in the local eisteddfod. For example, they collect litter around the village regularly and are proud of the valuable link with the local football club. As a result, experiences contribute successfully to developing pupils to become active and conscientious citizens who demonstrate care and respect for their community and their environment.

### **Additional information**

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for the safety of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

## Evidence base of the report

Before an inspection, inspectors:

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

During an inspection, inspectors normally:

- hold a meeting with parents/carers 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

## Appendix 1: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%



## 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)

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**This document has been translated by Trosol (Welsh to English).**