

A report on
Ysgol Bro Llifon

**Groeslon
Caernarfon
Gwynedd
LL54 7DT**

Date of inspection: May 2026

by

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

This report is also available in Welsh

About Ysgol Bro Llifon

Name of provider	Ysgol Bro Llifon
Local authority	Gwynedd Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	150
Pupils of statutory school age	113
Number in nursery classes	23
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 the primary sector is 22.9%)	6.8%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)	8.8%
Percentage of pupils who speak Welsh at home	79.6%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	September 2014

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Date of previous Estyn inspection (if applicable)	05/11/2018
Start date of inspection	18/05/2026

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

Further information is available from the Welsh Government My Local School website:
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

Ysgol Bro Llifon is a caring and inclusive learning community in which respect, kindness and wellbeing are at the heart of the school's life. The headteacher provides clear and inspirational leadership, and staff work together effectively to ensure that all pupils have an opportunity to succeed.

Staff create a safe and supportive environment in which pupils feel valued. There are high expectations in terms of behaviour and learning and, as a result, almost all pupils show a positive attitude to their work and cooperate well with others. Staff identify pupils' individual needs extremely effectively and provide appropriate and timely support to support them to make progress.

The school places a strong emphasis on developing the pupil's voice. Through a variety of committees and projects, pupils have valuable opportunities to lead, share ideas and contribute to the life of the school and the community. This develops their confidence, moral awareness and understanding of the importance of respect and tolerance for others. The school also promotes awareness of different cultures, traditions and beliefs successfully.

The quality of teaching is robust across the school. Teachers provide rich and interesting learning experiences that encourage pupils to develop their skills successfully. Most pupils make sound progress in literacy, numeracy and digital skills, and they apply these skills across the curriculum confidently. Pupils' mathematical skills are a particular strength, with many solving problems and reasoning effectively.

A strong culture of self-evaluation and continuous improvement exists in the school. Staff benefit from valuable professional learning opportunities and work innovatively to improve provision and pupils' standards. The positive relationship between the school and parents is an obvious strength, with effective communication helping parents to support their children's learning and development.

Recommendations

We have made one recommendation to help the school continue to improve:

- R1 Continue to disseminate the most effective teaching practices across the school and beyond.

What happens next

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

Main evaluation

Ysgol Bro Llifon is a happy and inclusive learning community in which pupils and staff treat each other with respect and kindness. The headteacher's passionate and caring leadership sets a clear strategic direction for the school. Leaders and staff work together diligently to realise the aspiration for all pupils to succeed and 'step forward together'.

Leaders and staff demonstrate robust values and professional behaviour of high quality, creating a safe, warm and inclusive environment in which pupils feel valued. High expectations for pupils' behaviour are communicated clearly and constructively, fostering a learning community that is based on respect, empathy and fairness. As a result, almost all pupils show sound behaviour and a strong commitment to their learning and persevere purposefully when working individually and with groups.

One of the school's strengths is that staff have very good knowledge of the needs of individual pupils. The emphasis placed on discussions amongst staff and with parents, as well as continuous assessments, contribute successfully to producing a clear and up-to-date picture of each pupil's needs. This equips staff to respond in a timely manner to their needs and provide purposeful support for them.

The various pupil representative committees offer beneficial opportunities for pupils to share their ideas and influence important aspects of provision. As a result of these experiences, this develops pupils' confidence, their moral awareness and their understanding of the importance of respect and tolerance for others.

Teachers plan and deliver valuable opportunities for pupils to celebrate different cultures and beliefs as well as local and Welsh history and traditions. The joint worship sessions provide beneficial opportunities for pupils to reflect in a moral and spiritual atmosphere.

Spotlight: Strategic leadership promotes pupils' well-being and develop principled, well-informed citizens

The headteacher's inspirational leadership and clear commitment to promoting pupils' wellbeing are core to all aspects of the school's work. This creates a supportive and inclusive environment which encourages pupils to engage positively with their learning and to succeed. An excellent feature of the school is the way in which it promotes respect and tolerance for others. Through successful partnerships and projects with 'Henaduriaeth Arfon', as well as the work of various pupil committees, pupils develop their spiritual and moral awareness by leading projects that promote parents' appreciation and the community's appreciation of the meaning of peace. In addition, they raise money to support a school in Nairobi and, as a result, develop pupils' sense of belonging to their local community and the wider world.

Teachers and assistants build productive working relationships with pupils. The learning environment and many of the outside areas are stimulating spaces. Teachers present information carefully and foster high expectations for pupils successfully. This, in turn, supports pupils to understand what they need to achieve to succeed.

Teachers provide rich learning experiences that stimulate pupils and support them to make successful progress. Teachers' teaching is robust across the school. They support pupils to make independent choices about their learning, and teachers' feedback identifies the next steps in their learning effectively. Teachers provide interesting opportunities for pupils to apply their skills across the areas of learning. Through this, most pupils, including those with additional learning needs (ALN) and those from low-income households, develop their skills successfully over time and make sound progress from their individual starting points.

Almost all pupils develop sound oral skills during their time at the school. They express their opinions, converse naturally with each other and contribute to class discussions with increasing confidence. Most pupils develop effective reading skills. From an early age, they read with fluency and enthusiasm. By Year 2, they discuss texts and authors confidently and, at the top of the school, pupils predict correctly and express purposeful opinions about the content of texts.

Most pupils develop a good range of literacy skills effectively across a wide range of contexts and curriculum areas. Pupils' writing skills develop well. The youngest pupils develop early letter formation skills and begin to write by using a good range of relevant

resources to support them. By the top of the school, the older pupils write independently and choose vocabulary purposefully to engage the reader's interest.

A notable strength of the school is the progress in mathematics skills across the school. As a result of interesting learning experiences and activities that are planned by teachers, pupils apply their number skills in other areas of the curriculum successfully, for example creating graphs and solving problems. Across the school, numeracy activities challenge pupils to apply a range of higher order numeracy skills effectively. They foster good digital skills from a young age, demonstrating an increasing ability to apply them confidently in different contexts.

Leaders review the school's work extremely effectively. The monitoring and self-evaluation processes are robust and thorough and reflect the school's current situation clearly. This enables leaders to set appropriate and timely priorities for continuous improvement. Governors have a sound understanding of their roles and visit the school regularly. Through this, they understand what the school is doing well and what needs to be improved.

An effective culture of reflection and continuous improvement has been established in the school. Staff lead on curriculum areas by reflecting and identifying areas for continuous improvement, and professional learning supports the school's current improvement priorities purposefully.

Spotlight: Empowering staff's leadership skills to drive continuous improvement in a culture of self-improvement

The headteacher has established a creative and comprehensive approach to planning and delivering valuable professional learning that aligns closely with their improvement priorities. Highly effective leadership systems are rooted across the school, with clear leadership roles strategically allocated in line with the school's development priorities. Staff are supported to experiment and research and, as a result, they innovate with new strategies and teaching methods that have a positive effect on pupils' progress and well-being. For example, staff have researched and developed an agreed approach to teaching the five mathematical proficiencies. By evaluating the effect of their work regularly, staff adapt their practice skilfully. This contributes strongly to sustainable improvements in the quality of teaching, the breadth of provision and pupils' progress over time.

The productive relationship that exists between the school and the parents is a strength. The headteacher communicates effectively with parents and shares relevant information about pupils' progress, as well school news and events, in a timely manner. These supportive relationships empower parents to play an active role in their child's learning.

Additional information

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

Concerns were raised about the management of the site during the inspection, and the local authority has been informed.

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 and pupil questionnaires and consider the views of teachers and the governing body 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 and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read 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 classes, including learning support groups 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 and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- 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 makes references 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 (www.estyn.gov.wales)

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

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Publication date: 21/07/2026