



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

A report on

Ysgol Corn Hir

**Llangefni
Anglesey
LL77 7JB**

Date of inspection: May 2022

by

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

This report is also available in Welsh.

About Ysgol Corn Hir

Name of provider	Ysgol Gynradd Corn Hir
Local authority	Anglesey
Language of the provider	Welsh-medium
Type of school	Primary
Religious character	
Number of pupils on roll	236
Pupils of statutory school age	207
Number in nursery classes (if applicable)	
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 21.3%)</i>	6.7%
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 20.6%)</i>	16.4%
Percentage of statutory school age pupils who speak Welsh at home	0.56
Percentage of statutory school age pupils with English as an additional language	*
Date of headteacher appointment	April 2017
Date of previous Estyn inspection (if applicable)	08/05/2013
Start date of inspection	09/05/2022
Additional information	

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

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

Overview

The headteacher has a robust vision that supports staff to develop provision successfully while meeting the needs of all pupils. The school's new motto: '*Ein dysgu, Ein dyfodol*' ('Our learning, Our future') permeates all of the school's activities highly effectively. Developing staff and pioneering teaching and learning methods is at the heart of the vision, for example by introducing the Curriculum for Wales both inside and outside the school. This effective practice contributes soundly to purposeful co-operation between the school's staff and the other schools in the cluster.

Staff work together highly effectively to ensure that pupils are happy and enjoy learning in the classroom and around the school. They have high expectations of themselves in supporting the emotional, health and social wellbeing of all pupils. They guide pupils effectively so that they are immersed in and enjoy their learning experiences. However, provision does not always support pupils to make independent decisions about their learning.

Staff use rich language and take advantage of every opportunity to support pupils to speak the local area's natural dialect. This fosters pupils' pride in the Welsh language and the local Welsh community successfully.

Pupils value opportunities to discuss their learning experiences with leaders as staff continue to develop teaching and learning practices, for example as they receive wellbeing support in the '*Cwt Clyd*'. This has a positive effect on pupils' wellbeing and learning experience as they treat each other and adults with respect in an inclusive learning environment.

Recommendations

R1 Provide regular opportunities for pupils to make independent decisions about their learning

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to 'Purposeful co-operation between practitioners within the school and the cluster schools in developing a vision and implementing plans to introduce the Curriculum for Wales', to be disseminated on Estyn's website.

Main findings

Learning

During pupils' time at the school, most make strong progress in their skills from their starting points. They acquire knowledge, deepen their understanding and develop their skills successfully in an interesting variety of learning contexts.

Across the school, most pupils listen attentively to each other and adults consistently. Many pupils' oral skills are developing consistently by the end of the Reception class. By Year 2, most speak confidently in Welsh about their work and experiences, for example as they create nature bottles that promote their wellbeing skills successfully. As pupils move through the school, many develop their oral skills effectively in Welsh and English. At the top of the school, most discuss their work intelligently with maturity and use rich vocabulary to create effect, for example when creating a clapping song that promotes the dialect of the local community.

Most pupils' reading skills are developing well. The youngest pupils identify letters and sounds correctly and are beginning to recognise words with increasing confidence. By the end of Year 2, most read meaningfully in line with their age and ability, for example when reading letters to the character, Swyn. As older pupils' reading skills develop, many read intelligently in both languages. They practise their higher-order reading skills regularly and maturely to gather information from different sources. For example, pupils in Years 3 and 4 develop their skills effectively by learning about all of the visitor attractions that are available on Anglesey. In Year 6, pupils gather information about the author T. Llew Jones as part of their activities when celebrating the national day.

Most pupils' early writing skills are developing well. Pupils in the Reception class develop their early mark-making skills effectively by listing a caterpillar's food. By the end of Year 2, many write independently for different purposes and begin to use descriptive vocabulary and suitable syntax. For example, they use creative adjectives when writing a portrayal of Siôn the giant. During their time at the school, most pupils develop their writing skills successfully. By the end of Year 6, they draft their work effectively and make purposeful use of similes, idioms and adjectives to enrich their work. Most pupils write at length and show a sound awareness of the features of a range of different genres, for example as Year 5 pupils write a portrait of a pirate.

Most pupils' mathematics and numeracy skills are sound. By the end of Year 2, they have a sound grasp of number facts and measurement and handle money correctly, for example when organising how much money the Stickman has to spend during bonfire night. Most pupils solve numeracy problems successfully across the areas of learning. For example, Year 2 pupils make effective use of the learning areas in the outdoor classroom to solve time challenges by using an analogue clock and a digital clock. As pupils move through the school, most build well on their previous learning. They have a sound understanding of methods to apply their number skills in an interesting variety of contexts, for example as Year 5 pupils present a business plan to sell goods in school fairs. They compare the cost of resources with the sale price of products wisely and use their skills well when forming a conclusion about the profit.

Many pupils' information and communication technology (ICT) skills are developing consistently. By the end of Year 2, they use their skills successfully, for example when controlling a programmable device to move around the nature area and when completing a bar chart to show the findings of an investigation into floating and sinking. As they move through the school, most pupils' skills develop soundly by using a wide range of digital software successfully. For example, Year 6 pupils use a database to record the accidents of workers in Dinorwig quarry skilfully.

Nearly all pupils' creative skills are developing soundly. In Years 1 and 2, they use their imagination effectively when creating a 'disgusting sandwich' by using ingredients from the garden. In the school's higher years, most pupils build on their skills further, for example when developing their skills in the multisensory areas outdoors, namely the '*Bwthyn Blodeuo*' and the '*Seibiant Seiriol*' area.

Well-being and attitudes to learning

Nearly all pupils enjoy the school's life and work and feel safe within a supportive and inclusive learning community. They know whom to approach if anything is worrying them. Through the school's various approaches to improving wellbeing, for example the colourful monsters and '*cofrestr codi calon*', most pupils feel that staff take their concerns seriously and are willing to listen to what is important to them.

The sense of respect and courtesy that pupils have towards their peers and adults is a strong feature. Nearly all pupils are caring towards each other and give careful consideration to the needs of their peers. Nearly all behave consistently well in lessons and play together happily during break times. They make full use of the outdoor areas and the school's wider grounds during their learning activities and break times. Nearly all pupils take pride in the Welsh language, which promotes a strong sense of belonging to their school and the local community. This is a strong feature of the life and work of pupils at the school.

Most pupils show positive attitudes to learning and are developing into diligent and enthusiastic learners. Nearly all pupils listen attentively to instructions from adults and concentrate diligently on their work during lessons. Staff's commitment to introducing methods that increase pupils' confidence and develop their resilience contributes effectively to ensuring that most show a high standard of motivation and interest in their work. Most pupils work effectively as individuals, in pairs and in small groups, for example as pupils in Years 3 and 4 plan and discuss which shape floats best as part of their science work.

Nearly all pupils respond positively to the opportunities they are given to influence what they learn, for example by contributing to planning activities at the beginning of themes. By doing so, they identify what they would like to know and what they would like to discover further.

Most pupils are glad to receive purposeful opportunities to voice their opinions and play a key part in the school community. Through the various committees that relate to their work, most contribute ideas and present information enthusiastically and confidently, for example as members of the fair trade group organise stands to sell produce to their peers. They gain the confidence to present information and ideas about different aspects of the school in a manifesto, which deepens their

understanding of democracy successfully. Over time, these valuable opportunities reinforce their leadership, presentation and co-operation skills.

Most pupils' understanding of moral values and equality is developing consistently. They deal well with topics such as unfairness towards others, for example by raising money to build homes and provide resources for the residents of the village of Omwambini in Kenya. The homes have been named Bwthyn Corn Hir and Nant y Pandy, which supports pupils' understanding of global issues skilfully.

Nearly all pupils' understanding of eating and drinking healthily and the effect of exercise on their health is developing effectively. They participate highly enthusiastically in physical education lessons and in the variety of sports and leisure clubs that are available to them. Pupils have a sound knowledge of online safety through activities that increase their awareness of the potential dangers. With the support of children's committees, they discuss what they can do to stay safe online sensibly.

Following the pandemic, inspectors are not reporting on pupil attendance rates during the 2021-2022 academic year. Instead, the school's provision for monitoring and improving attendance will be reported on as part of Inspection Area 4.

Teaching and learning experiences

Teachers plan and deliver the curriculum skilfully. By doing so, they provide purposeful opportunities for pupils to develop their skills, knowledge and understanding in stimulating learning experiences. For example, teachers provide a series of activities on the theme of the Second World War, which engages pupils' interest successfully. On the whole, teachers provide a range of interesting activities that support pupils to make progress in their literacy, numeracy and information technology skills. Staff work together extremely diligently to ensure consistency in provision, which motivates learners to achieve well in their learning. Leaders monitor and track pupils' progress skilfully in order to adapt provision to meet the needs of all pupils.

One of the most effective features of provision is the way in which teachers are preparing to plan and introduce the Curriculum for Wales. Leaders provide valuable opportunities for pupils to express ideas, which has an effective influence on provision, for example as they produce resources that promote pupils' understanding of the principles of the curriculum. Leaders develop the vision to deliver the curriculum strategically by taking advantage of the various skills and interests of staff. Staff work together skilfully in teams to develop innovative teaching and learning approaches that are based on up-to-date educational research. This practice within the school has a wider effect on the other schools in the cluster as they work together successfully and reflect purposefully while developing and refining their practices. As a result, teachers promote teaching and learning methods in a supportive and constructive culture.

Recently, teachers have made highly effective use of the 'working wall' to encourage learners to participate further in their learning. For example, teachers encourage pupils to interact with the walls purposefully as they develop their skills across the

areas of learning. By doing so, pupils use the walls skilfully to support them to build on previous learning and make progress in their skills, knowledge and understanding.

All members of staff have high expectations, which engender pupils' respect and a high level of engagement in their learning. The linguistic skills of nearly all members of staff are a strength and they embrace local dialect in order to enrich pupils' language and increase their pride in the natural Welsh language of the area, for example as pupils use dialectal vocabulary, such as '*cae sgwâr*' and '*lefran*'. This is a notable element of the school, which heightens pupils' pride in the Welsh language locally and in the wider community.

The learning environment is attractive, which engages and holds pupils' interest successfully. Areas for the school's youngest pupils promote their creative and problem-solving skills skilfully as staff introduce the principles of the foundation phase effectively. These principles are fostered and developed in the classes for the school's oldest pupils, which supports them to work together effectively when undertaking rich activities across the areas of learning. As a result, consistent approaches to teaching and learning evolve skilfully to encourage pupils to begin to take ownership of their learning. However, provision does not always provide purposeful opportunities for pupils to make independent choices about their learning.

Staff provide constructive oral feedback that supports pupils to know the next steps in their learning. By sharing expectations at the beginning of activities, pupils are given consistent guidelines by teachers, which supports them to know what is expected of them when completing their work. In the best practice, teachers provide purposeful opportunities for pupils to work with a partner to discuss the standard of their work and give each other constructive feedback. A range of purposeful methods are used to support pupils when completing activities. For example, teachers use apps and digital software skilfully to guide pupils to improve the quality of their work. As a result, most pupils understand the next steps they need to take to succeed.

Teachers provide parents with appropriate information about their children's progress. Appropriate presentations are provided for them about their children's acceptable behaviour and the way in which they can support their children at home, for example when developing their reading skills. Leaders share timely information with parents effectively through multimedia methods.

Care, support and guidance

The school is a happy and caring community that promotes good behaviour, courtesy and respect towards all pupils. The constructive and friendly relationship between staff and pupils is a strong feature of the school. This is reflected in pupils' positive attitudes towards the school's life and work.

Staff support the emotional, health and social wellbeing needs of all pupils highly effectively to support them to engage positively with their learning and benefit from the purposeful opportunities that are provided for them. A sound example of this is the way in which the wellbeing assistant provides highly beneficial support to pupils through support programmes that are often delivered in the '*Cwt Clyd*'. Support staff provide meaningful support to nurture and develop pupils' emotional and physical wellbeing. Support from the additional learning needs coordinator (ALNCo) in leading

changes within additional learning needs is highly effectively within the school and further afield.

Staff are aware of their responsibilities and provide complete provision for pupils with additional learning needs, for example by providing practical ideas to support pupils to make progress in their skills. Leaders track the progress of these pupils in relation to the targets in their individual plans. Pupils are given beneficial opportunities to contribute to their summary profiles, which ensures that their voice is a central part of the process. Parents are provided with beneficial information about what their children achieve at school, which supports them to reinforce these skills with their children at home. Leaders take advantage of multiagency services skilfully by providing support to learners with specific learning needs, for example through the specialist '*Teulu Môn*' service, which provides highly beneficial support to pupils and parents.

Leaders promote and encourage pupils to express their views about provision that is provided through a children's committee arrangement. For example, the '*dreigiau doeth*' promote the use of the Welsh language highly effectively, which encourages them to take pride in the Welsh language, and Welsh culture and heritage. Spiritual, moral and social aspects are presented in worship assemblies, where the importance of diversity, respect and tolerance within the local community and the wider world is celebrated appropriately. The charity group also holds a series of activities that raise awareness of the importance of human rights and equality effectively. This, in turn, nurtures well-informed and well-rounded citizens, for example by deepening pupils' understanding of important issues such as anti-racism.

Teachers encourage pupils to use their imagination and engage with the expressive arts effectively, for example as pupils emulate the work of local artists. Teachers provide rich opportunities that encourage pupils to take part in activities that foster artistic skills, sports and leisure. For example, the school choir performs in the assembly, which enriches the school's sense of an inclusive ethos. Pupils are given regular opportunities to be members of the school's netball, football, athletics and rugby teams, for example, and the teams take part in local tournaments and competitions regularly. This deepens pupils' understanding of the importance of exercise and a healthy lifestyle well. Pupils are given rich opportunities to develop their creative skills and artwork is celebrated attractively across the school.

The school has a consistent culture and attitudes towards pupils' safety and wellbeing, which includes their online safety. Safeguarding arrangements meet requirements and are not a cause for concern. Leaders and teachers monitor pupils' attendance in a relevant arrangement by working closely with parents and external agencies.

Leadership and management

The headteacher has a clear vision that is realised successfully as an integral part of the school's daily activities. Providing rich experiences to meet the wellbeing and learning needs of all pupils in a learning environment that nurtures the Welsh language and promotes pupils' pride in Anglesey and Wales is core to this vision. Recent educational developments, for example in planning and introducing the Curriculum for Wales, make a beneficial contribution towards evolving the vision

further by reshaping the school's motto: 'Ein dysgu, Ein dyfodol' ('Our learning, Our future'). As a result, this contributes effectively towards encouraging pupils, staff and all of the school's partners to take ownership of the vision and realise it with pride.

Leaders provide beneficial opportunities for the children's committees to develop their leadership skills as they present and suggest ideas about different aspects of provision, for example as they adapt the feedback policy. They are given opportunities to express their views as part of developments in relation to the Curriculum for Wales. This supports teachers to adapt teaching and learning to respond to pupils' learning needs. By doing so, pupils respect the staff as their voice has a positive effect on the experiences of the whole school community.

One of the school's notable features is the enthusiasm and high expectations of the headteachers and staff to adapt approaches to teaching and learning in an open culture of innovation. They work together highly successfully both locally and across the schools in the north Wales region to trial and develop effective practices in order to strengthen provision across the school further. They share ideas electronically as a prompt for staff discussions as part of the professional learning offer. As a development to this arrangement, the Llangefni Curriculum for Wales Journey Group, which is a cluster of local schools, has established a website to support staff to contribute ideas and work together proactively in preparing to plan and introduce the curriculum. This co-operation to develop the vision and evolve approaches to teaching and learning is presented in a practical way to all staff in the cluster, for example when the school's staff give presentations at a good practice showcase fair. As a result, this co-operation makes a highly positive contribution towards providing purposeful opportunities and experiences for staff to develop professionally.

Staff have detailed job descriptions and performance management arrangements are undertaken effectively in a practical and consistent manner. An effective method is used which contributes purposefully to supporting teachers to implement and achieve personal and school priorities as part of their professional development. The headteacher provides valuable opportunities for all members of staff to improve their practice by supporting them successfully to lead different projects. For example, the ALNCo has taken advantage of regular professional learning opportunities, which have equipped her to lead on new arrangements for additional learning needs confidently both within the school and beyond. Staff take advantage of beneficial opportunities that are provided by the school's partners by contributing to different projects, for example by working with a local university to provide a better experience for pupils as they transfer from primary school to secondary school.

The governing body understands and fulfils its duties and responsibilities successfully and supports the headteacher and staff effectively. Governors' awareness of all aspects of the school is sound and they challenge the headteacher and staff skilfully as critical friends. For example, members of the health and safety sub-committee conduct a walk around the school with a group of pupils so that they can all contribute and suggest improvements and ensure the best possible safety in the learning environment. By doing so, governors have detailed and up-to-date knowledge of different aspects of the school, for example pupils' safety and emotional wellbeing needs following the pandemic. They also scrutinise the way in which the school promotes healthy living and share a culture of safeguarding with all partners appropriately. They support the headteacher effectively in planning and

monitoring expenditure of the school's funding, including the pupil development grant, to ensure that provision supports and meets the needs of all pupils. They forward plan expenditure carefully, for example by beginning to consider buying resources to move to the new building.

The headteacher and staff have a good awareness of the school's strengths and weaknesses. They work together highly effectively to gain information about pupils' progress and achievements. Self-evaluation processes are detailed and lead to realistic priorities. Apps and electronic methods are used to seek the knowledge and views of partners, which are collated effectively to sharpen the priorities when planning for improvement. The school has a good record of making and sustaining improvements that lead to a positive effect on pupils' wellbeing and learning over time, for example in developing pupils' ICT skills.

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:

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