



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

A report on

Ysgol Cybi

**Ffordd Garreglwyd
Holyhead
Anglesey
LL65 1NS**

Date of inspection: October 2022

by

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

This report is also available in Welsh.

About Ysgol Cybi

Name of provider	Ysgol Cybi
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
Type of school	Primary
Religious character	Voluntary Controlled Church in Wales
Number of pupils on roll	444
Pupils of statutory school age	340
Number in nursery classes (if applicable)	44
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>	27.5%
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>	35%
Percentage of statutory school age pupils who speak Welsh at home	20%
Percentage of statutory school age pupils with English as an additional language	
Date of headteacher appointment	02/09/2019
Date of previous Estyn inspection (if applicable)	

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 leaders of Ysgol Cybi have a clear vision, which is shared by all staff. There is a robust focus on ensuring that everyone in the school community works together purposefully to provide the best possible opportunities and experiences for all pupils. Leaders work diligently to build a team of staff with ambitious expectations for pupils. They challenge staff and each other regularly to ensure continuous improvement in all aspects of school life.

The effect of robust leadership can be seen across the school. Teaching is good in nearly all lessons. Teachers are confident in their ability to provide stimulating and interesting experiences that engage nearly all pupils' interest. All staff have a close and warm relationship with pupils. They treat pupils with kindness and respect, which creates an inclusive and caring ethos. They have a comprehensive understanding of the needs of pupils in their care. They use this information effectively to support pupils' well-being, social and emotional needs and plan the next steps in their learning. Provision for pupils with profound learning needs is exceptionally good.

Across the school, nearly all pupils are very well-behaved. They are polite and treat each other and adults with respect. Nearly all pupils have a positive attitude towards the school. They enjoy school life and show satisfaction in their learning.

Most pupils develop nearly all skills well. As they move through the school, pupils' number and digital skills develop soundly and they succeed in applying these skills purposefully across the curriculum. By Year 2, most pupils communicate with each other with increasing confidence as they work in their areas and, in Year 6, they discuss their ideas maturely when working with their discussion partners or in groups. However, very often, a majority of pupils have a tendency to turn to English too quickly when working within their groups, without attempting to persevere in Welsh. The English reading skills of the school's older pupils are developing well. They read fluently and with expression. However, on the whole, the reading skills of the school's older pupils are stronger in English than in Welsh.

Recommendations

R1 Develop pupils' Welsh language skills

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 a Caring School, to be disseminated on Estyn's website.

Main findings

Learning

On entry to the school, most pupils' literacy, numeracy and social skills are lower than expected for their age. Very few pupils speak Welsh on entry to the school.

Most pupils, including those with additional learning needs and those who are eligible for free school meals, make sound progress by the end of their time at the school. They apply their creative skills very well in a range of areas.

A majority of pupils in the nursery and reception classes develop their listening skills well. They follow simple instructions and respond purposefully to questions. As they move through the school, most pupils concentrate well for extended periods. The school's older pupils pay attention to each other during discussions and consider each other's views. With regular encouragement from adults, the youngest pupils' oral skills are developing appropriately. A majority speak Welsh with increasing confidence and talk about their experiences and their local area. The oral English skills of many of the school's older pupils are good. They respond purposefully during activities and answer questions from adults intelligently. The oral Welsh skills of a minority of the school's older pupils are developing purposefully. However, a majority have a tendency to turn to English too quickly, without attempting to persevere in Welsh. These pupils do not have a sound enough grasp of Welsh syntax and their lack of vocabulary hinders their ability to discuss their work confidently.

Most of the youngest pupils are beginning to recognise the form and sound of letters well and their reading skills are developing appropriately. They use phonic strategies effectively to identify simple and familiar words correctly. By Year 2, a minority read storybooks intelligently. On the whole, the reading skills of the school's older pupils are stronger in English than in Welsh. When reading in Welsh, they understand simple text and refer to characters and the main events. When reading in English, they read fluently and with expression. They pay due attention to punctuation and vary their tone of voice successfully. A majority use their understanding of the text to come to sensible conclusions and predict the next steps in the story.

Most pupils' early writing skills are developing well. Many of the youngest pupils make marks purposefully both inside and outside the classroom. They are beginning to form letters and write simple words, for example by writing their names correctly on a birthday card. As they move through the school, most pupils' skills expand effectively. By Year 6, they write a range of texts to a high standard, in line with their age and ability. For example, pupils write informal letters to friends in Liverpool describing their feelings about the flooding of Capel Celyn as part of their theme work.

Across the school, most pupils' mathematics skills are developing consistently well. In the nursery and reception classes, pupils count confidently to ten and identify and match objects and numbers successfully, for example when drawing aliens' arms and legs. By Year 2, most pupils apply their understanding confidently by discussing 'big questions' and research to find answers, such as 'does everyone with brown hair also have brown eyes?' Many older pupils make good progress in their numeracy

skills. They use their previous learning to solve problems skilfully. As part of their work on the Celts, for example, pupils calculate how many animals can be bought after the Romans have destroyed the farm.

Most pupils' digital skills improve consistently as they move through the school. In the youngest classes, they handle equipment confidently, for example by taking pictures of their faces with digital equipment to discuss their feelings. By Year 2, they create simple graphs of the foot size of members of the class. The school's oldest pupils use a range of equipment and software to present work across the areas of learning. For example, they use a formula in a spreadsheet correctly to discover the net and gross profit when selling an omelette with different ingredients in a cafe.

Across the school, pupils' creative skills are developing very well. Pupils in the youngest classes use different materials to design and create a collage as part of their theme '*Fi fy hun*' ('Myself'). By Year 2, they combine their creative skills skilfully when working together to create 3D models of the creation. The school's older pupils develop their creative skills in a variety of ways, for example by working together to make Celtic shields, by composing a creative piece of music about the Snowdon Train or by performing a creative dance.

Well-being and attitudes to learning

This is a homely and inclusive school. Nearly all pupils are extremely polite and caring towards each other and adults. As a result, they feel safe and happy.

Behaviour across the school is consistently good and pupils with social or emotional needs use self-regulation techniques effectively. They respond maturely to anti-bullying activities and when discussing their feelings intelligently in wellbeing sessions. This is reinforced by Twm, the well-being dog, who visits classes on a daily basis. As a result, pupils treat others with respect and empathy and develop their skills in resolving real-life situations effectively. They succeed in gaining full access to the school's life and work.

The pupil's voice is developing well across the school. Nearly all pupils contribute purposefully to suggesting what they would like to learn in the areas of learning and experience. Since returning to school after the lockdown periods during the pandemic, pupils undertake a variety of leadership roles, which include being members of the school council, the eco council and the Criw Cymraeg. They show satisfaction when undertaking their work and enjoy seeing the positive effect they have on the life of the school and the wider community. For example, members of the school council plan improvements to provision in the school's outdoor areas, while the Criw Cymraeg lead on new initiatives to develop the Welsh language.

Nearly all pupils are aware of what food and drink they need to stay healthy. For example, as part of their themes, they research to see how much sugar is in different drinks and the effect that too much sugar has on the body. They know how to keep fit by undertaking fitness activities. They make effective use of the resources and facilities that are available to support their physical development during play times.

Pupils have positive attitudes towards their learning. They value education and the learning opportunities that the school provides. Most persevere with their tasks,

concentrate well and engage purposefully in lessons. They work together effectively and listen to each other's views in pair or group work when solving problems. For example, as part of activities to develop their social skills, older pupils work together effectively when choosing the best way to travel along an obstacle course, by following rules and choosing appropriate equipment. Nearly all pupils develop their independence and resilience well. In the school's younger years, pupils work diligently in their areas when experimenting and completing tasks. They are beginning to make their own decisions about the best way to present their work. This reinforces the school's main values, namely to develop ambitious and capable learners.

Nearly all pupils respond to oral feedback from adults from an early age. They have a good understanding of what is expected of them and respond to staff instructions with increasing confidence. As they move through the school, pupils respond to oral and written feedback from adults with increasing confidence. They take time to think about how to improve their work and give due attention to errors in their syntax, spelling and punctuation. They discuss their targets confidently, in addition to what they need to do to raise their standards further.

Teaching and learning experiences

All staff have a very close and warm working relationship with the pupils. They treat all pupils with kindness and respect, which creates an inclusive and caring environment. Staff have high expectations of pupils and they work closely together to plan a range of interesting and purposeful learning experiences that engage most pupils' interest. For example, in the school's lower years, teachers plan a series of stimulating activities that develop pupils' understanding of the body and how to look after it. Pupils enjoy the experiences they are given in the areas in the classroom, including dressing up like doctors and caring for patients in the role-play area. In the school's upper years, pupils enjoy learning about the history of the local area and develop their understanding of the life of the Celts and the influence of the Romans on Anglesey. Teachers plan visits with pupils that link purposefully with their themes. For example, as part of the theme on the Celts, beneficial visits are organised to historical sites in the area, including the local hillfort. These experiences enrich pupils' knowledge and understanding effectively. Teachers take advantage of regular opportunities to develop pupils' understanding of how to make healthy choices. For example, through their themes, pupils learn about a balanced diet, the properties of the various food groups and the effect of sugar on the body.

The standard of teaching across the school is good. Nearly all teachers use skilful questioning techniques that build effectively on pupils' previous learning and extend their understanding further. They share lesson aims regularly and include pupils purposefully in the process of setting success criteria for learning. In turn, this leads to improvements in the standard of pupils' work. Nearly all teachers plan learning skilfully to ensure an appropriate level of challenge for pupils. All staff have high expectations of pupils and work together purposefully to nurture positive attitudes of perseverance and resilience in all pupils. Teachers provide regular opportunities for pupils to work independently and plan valuable sessions for them to work together to solve challenges. By using a range of effective teaching techniques, teachers ensure that nearly all pupils make sound progress in their learning. Across the school, support staff use their skills to contribute effectively to developing pupils' learning.

In nearly all classes, the standard of oral feedback given by teachers is good. It guides pupils to understand how to improve their work on the spot, for example where to include punctuation in a sentence to ensure that it makes sense. The guidance given by teachers in pupils' books is purposeful. For example, teachers highlight in green elements of pupils' work that need attention. This shows pupils where they need to edit their work. Nearly all teachers give pupils beneficial opportunities to consider the quality of their own work and, when appropriate, the work of other pupils.

All of the school's staff have produced a vision for a comprehensive curriculum that engages nearly all pupils' interest and involvement successfully. Recently, teachers have been part of working groups linked to the areas of learning and experience. They work together effectively to ensure that there is an appropriate balance and breadth in pupils' experiences across the curriculum. The school has comprehensive plans to develop pupils' skills. It provides rich opportunities for pupils to develop their oral skills, for example by presenting their work in front of an audience. Teachers plan opportunities for pupils to read a range of different materials as part of their thematic work and to write in a range of genres. There are robust opportunities for pupils to develop their numeracy skills in different contexts, for example by creating graphs as part of their science work. However, pupils do not always take advantage of every opportunity they are given to develop their Welsh language skills to the same level as their English skills, particularly when developing their oral and reading skills.

Care, support and guidance

The school is an inclusive and caring community that has very effective arrangements to provide care and well-being of the highest standard for its pupils.

The additional learning needs co-ordinator (ALNCo) has robust processes in place to identify pupils' needs at an early stage, to track the progress of all pupils and evaluate the effect of interventions on pupils' progress.

The ALNCo works very effectively with the remainder of the staff and provides them with comprehensive training. As a result, staff have thorough knowledge of the needs of all pupils and provision for them is comprehensive. A strong aspect of provision is the support given to specific groups of pupils. High quality interventions are provided, which target pupils' needs very successfully. For example, provision in the literacy intervention class ensures that pupils have good enough basic skills to access the curriculum and communicate with each other successfully.

Provision for identifying and responding to pupils' emotional needs are very effective. For example, the worry boxes and self-registration wall are successful in encouraging pupils to discuss their feelings and emotions on the spot. Staff also make purposeful use of safe havens and support pods in the classrooms to support pupils' emotional needs. As a result, most pupils are ready to participate fully in the school's life and work.

The school has a comprehensive mindfulness programme in place. This develops pupils' social skills effectively, including the ability to show empathy towards others and solve their own problems. In the school's upper years, all pupils have access to a

character education scheme and develop key skills. In specific sessions, they learn important life skills, including the importance of playing and working together. This has a very positive effect on nurturing the positive behaviour of nearly all pupils.

The school places a strong emphasis on the transition between settings and all parts of the pupil's educational journey is important to staff. The school has a very robust working relationship with the playgroup that is located on the school grounds. They work together closely to identify any nearly needs that pupils may have and ensure that suitable provision is made for them. The comprehensive transition arrangements between Year 6 and Year 7 ensure that the difficulties and concerns of nearly all pupils, including those with additional needs, are overcome. This means that pupils are confident and happy when they transfer to the secondary school.

Leaders and staff have strong links with most parents. They share important information regularly and invite parents to the school to celebrate pupils' successes or discuss any concerns that arise. The ALNCo has a very effective relationship with the parents of children with additional needs. She is very willing to share any expertise on how parents can support their children at home, for example by inviting them to the Hafan for advice and guidance on interventions that promote their children's emotional development and educational skills.

Through stimulating themes and educational visits, the school develops pupils' understanding of Welsh identity, heritage and culture well. For example, staff plan valuable opportunities for pupils to visit historical locations, including Llanberis Slate Museum, and teach them about important events in Welsh history, such as the flooding of Capel Celyn to provide water for Liverpool.

The school provides beneficial opportunities for pupils to identify with the local community and the wider world. Pupils are given rich opportunities to develop their understanding of the importance of being responsible citizens by taking part in the food bank initiative and the fundraising campaign for people in Uganda.

Pupils are given regular opportunities to express their views. Teachers include pupils' ideas when discussing the termly themes and what pupils are keen to learn about. The school's committees provide regular opportunities for pupils to make important decisions, which includes being part of discussions about including Twm the dog as a member of the school and expenditure on resources for the outdoor areas.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. Staff have a sound awareness of safeguarding processes and leaders respond appropriately to any individual cases by working effectively with other agencies, where appropriate. The school has robust procedures to respond to any cases of bullying. Staff keep a record of any cases, monitor regularly and hold discussions with pupils and parents. The school's procedures for ensuring regular attendance among pupils are very robust. Staff keep comprehensive records of any absences and contact parents in a timely manner to discuss any concerns about their children's attendance. External services are used effectively to support this.

Leadership and management

Leaders have a clear vision that is based on three robust priorities. Their aim is to provide the best possible opportunities and experiences for all pupils, that they have high aspirations for the future and to create citizens that take pride in their ability to speak and communicate confidently in Welsh.

Leaders at all levels have clear strategic objectives. The school's plans and policies ensure that the additional learning needs and well-being of all pupils are met in full. Grants, including the pupil development grant, are used effectively to improve pupils' outcomes. Support programmes are provided effectively in literacy, numeracy and social skills for specific pupils. Leaders manage the budget robustly to support strategic priorities, which includes improving pupils' Welsh language skills.

Leaders distribute responsibilities strategically among the staff. All members of staff have a good understanding of their roles and responsibilities. They are proud that leaders place trust in them to fulfil their responsibilities. Leaders develop the element of teamwork among staff effectively. They challenge the effect of poverty on progress in pupils' skills deliberately by planning purposefully to respond to the needs of all pupils and work diligently to ensure that they achieve well.

Across the school, leaders set high expectations for all members of its community. All pupils are expected to show positive attitudes to learning, treat others with respect and manage their own behaviour well. Performance management procedures are sound. All members of staff have improvement targets that link closely with the improvement plan and their individual professional development priorities. Leaders address any instances of underperformance in a timely manner and ensure that robust procedures are in place to improve the performance of all members of staff. They have high expectations of their own performance and hold regular meetings to challenge the school's performance and look for ways to improve continuously. As a result, the school has a history of consistent improvement over time.

Leaders have a comprehensive understanding of the school's strengths and areas for improvement. There are robust procedures for self-evaluating pupils' standards and skills and provision. For example, teachers play a leading part in scrutinising pupils' work and observe each other's lessons regularly. Alongside members of the senior team, they hold beneficial discussions and focus on what is working well and what needs to be improved. This information is used purposefully to inform priorities in the school's improvement plans. Progress against the school's priorities is evaluated regularly and adapted, where necessary.

The governing body works diligently as a critical friend. It participates fully in self-evaluation processes and challenges standards of teaching and learning regularly. It takes advantage of opportunities to promote eating and drinking healthily, for example by encouraging pupils and parents to include healthy food in lunchboxes. Leaders ensure that a culture of safeguarding pupils is prominent in the school. All members of staff have a sound understanding of safeguarding procedures.

Leaders create a positive culture and ethos to promote and support the professional learning of all staff. All members of staff are given regular opportunities to attend courses and training that link directly to their individual needs and the school's

strategic priorities. They share ideas and good practice with each other regularly and this contributes positively to the school's ethos as a learning organisation.

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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