



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

A report on

Ysgol Gymuned Rhosybol

**Rhosybol
Amlwch
LL68 9PP**

Date of inspection: September 2024

by

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

This report is also available in Welsh.

About Ysgol Gymuned Rhosybol

Name of provider	Ysgol Gymuned Rhosybol
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3 – Welsh-medium school
Type of school	Primary
Religious character	N/A
Number of pupils on roll	74
Pupils of statutory school age	63
Number in nursery classes	6
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>)	6.2%
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>)	8%
Percentage of statutory school age pupils who speak Welsh at home	76.2%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2015
Date of previous Estyn inspection (if applicable)	
Start date of inspection	23/09/2024

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

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

Summary

Ysgol Gymuned Rhosybol is a happy and hardworking school which cares for pupils' wellbeing well and ensures that they are safe. Teachers provide a varied curriculum through engaging activities that stretch all pupils to develop and gain the confidence to learn. The learning areas are interesting places and staff make effective use of the outdoor areas for pupils to practise and apply their skills. Pupils enjoy outdoor activities, for example when building a shelter in the forest school, and developing confidence and perseverance while working together and solving problems. The family element can be seen clearly in the close relationship that develops between pupils across the age range. Older pupils are an exceptional example for the youngest pupils and enjoy their company during whole-school events and break and lunchtimes.

Pupils speak Welsh naturally in their learning and play. They develop sound reading skills and this enriches their writing which demonstrates good accuracy and interesting content. Most pupils' mathematics and numeracy skills develop robustly. Teachers provide an appropriate range of digital experiences for pupils, although these experiences do not ensure that they develop their full range of skills.

Emphasis is placed on supporting pupils to learn about their local area and about the importance of the close-knit community in the village of Rhosybol. Teachers and support staff share useful information about pupils' progress with parents and provide specific support, when necessary.

The headteacher leads the school with passion and she, staff and governors evaluate provision continuously, aiming for the best in all aspects of the school's life and work.

Recommendations

We have made 1 recommendation to help the school continue to improve:

R1 Ensure that pupils develop the full range of digital skills

What happens next

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

Main evaluation

Ysgol Gymuned Rhosybol is a hardworking, happy and caring school where pupils make sound progress. The headteacher is extremely dedicated to the school and provides robust and balanced leadership to staff, parents and governors. She is a passionate headteacher who leads by example. Her vision of 'Happy children, high standards' permeates all of the school's activities.

Pupils feel safe and happy within the school's inclusive community. They are confident that staff listen to them and respond promptly when support is needed. They have a sound understanding of how to keep themselves safe, including on the internet.

Spotlight 1: Promoting a sense of family by supporting pupils' well-being

Most pupils develop the willingness to share and discuss their feelings, when necessary. Staff support pupils to use effective methods that help them to control their emotions, develop empathy and support the well-being of their peers. The school has created a culture where talking about emotional well-being is an integral part of provision. For example, they have established the well-being garden and the 'cwt clyd' ('cosy hut') to promote awareness of the importance of understanding different emotions and supporting each other. This approach maintains a sense of belonging and promotes the school's values successfully.

During their time at the school, most pupils make sound progress in their skills. The close and extremely supportive working relationship between pupils and staff is an excellent feature. They know the pupils very well and focus on developing their confidence and perseverance when learning. Teachers plan a rich range of activities, consider pupils' ideas and adapt them skilfully for different groups. They consider pupils' progress and achievement skilfully when planning the next steps in learning.

Staff track pupils' progress continuously. When a pupil needs an additional boost, staff respond in a timely manner to provide them with support to develop specific skills. They work closely with specialist partners to support pupils who have been identified as having additional learning needs, by sharing information and discussing pupils' progress and well-being with parents.

The learning areas are stimulating and colourful spaces where staff plan beneficial opportunities for pupils to enjoy developing their skills, both indoors and outdoors. Teachers provide effective opportunities for pupils to practise and apply their skills independently in meaningful contexts. During activities, nearly all pupils concentrate excellently, by discussing their learning and sharing their ideas in a lively manner. They appreciate that teachers consider their ideas about different themes. From an early age, pupils begin to select the activity and challenge that is most suitable for them. Older pupils persevere well when selecting tasks from the activity carousel.

The accents and natural dialect of the Isle of Anglesey can be heard as a core part of the wealth of pupils' language and they use it completely naturally in their learning and play. All staff use the Welsh language skilfully and model the language successfully. They have high expectations and provide effective support for pupils

and those who are latecomers to the Welsh language. Pupils explain their learning and ideas successfully, using vocabulary and patterns that are increasingly accurate.

The youngest children settle quickly at the school and develop appropriate physical and fine motor skills while playing and learning by using different resources. They come to recognise letter sounds quickly and count to ten and beyond enthusiastically. Most pupils across the school read confidently and many Year 2 pupils read fluently by using a good range of methods to interpret and convey unfamiliar words. Progress in their reading skills has a positive effect on most pupils' writing skills. The oldest pupils include interesting adjectives and similes when enriching their work, for example when creating a report outlining the inequity of the fact that women were not allowed to take part in the Olympic Games in the past.

Teachers plan carefully to develop pupils' skills constructively over time. Valuable opportunities are provided for them to apply their numeracy skills across the range of areas of learning, for example as the youngest pupils investigate the size of different containers. Staff present stretching activities that challenge pupils to use a range of number skills, for example when considering the cost of organising the wedding of Branwen and Matholwch. Staff question pupils skilfully and provide beneficial feedback to support them to develop their learning further.

Appropriate opportunities are provided for pupils to develop their digital skills. Many pupils use useful apps to record their work, for example by recording themselves singing familiar songs about animals. A minority of the oldest pupils create a website independently on the topic of climate change. However, staff do not provide enough regular opportunities for pupils to develop the full range of their digital skills.

Most pupils' creative skills are good. By emulating the drawings of local artists and musical activities, pupils develop the confidence to express themselves through a variety of media. For example, as a result of a musical workshop, pupils create performances in the form of a percussion band during break time.

A strong element of the school's work is the way in which it bases its curriculum within its locality on the Isle of Anglesey. The school is a core part of its community and staff provide rich opportunities for pupils to learn about the history and heritage of the area, along with contemporary issues and challenges that the island faces.

Spotlight 2: Developing a curriculum with local roots

As part of cluster activities, pupils produced effective digital presentations describing Ysgol Gymuned Rhosybol and expressing their feelings about their local area. They refer to the geography of Anglesey and the social and cultural life of the island. Older pupils prepared letters to be sent to local politicians discussing their feelings about plans to construct a third bridge over the Menai Strait. As part of their theme work, they came to learn about how ticks in cattle affect farms on Anglesey. As a result, pupils see the benefit of their learning as they deepen their understanding of the life and work of the island's residents.

Self-evaluation procedures have been embedded firmly and are an integral and continuous part of leaders' work. All staff participate beneficially in responding to the findings of evaluation activities, for example by scrutinising pupils' learning, observing

sessions and seeking parents' views. They monitor progress against the priorities in the improvement plan in a detailed and timely manner and evaluate the impact of their work on provision and on pupils' well-being and progress.

The school has a history of making beneficial improvements over time, for example in developing pupils' reading skills and developing the learning areas in the outdoor environment. Members of the governing body play a full part in scrutiny activities and their role in ensuring a balance of support and accountability is mature and effective. They keep a close eye on the budget and the use of grants to ensure value for money and when considering the well-being of the headteacher and staff.

Staff are given relevant professional learning opportunities to support their development and to implement educational changes purposefully. This has a positive effect on their teaching and their ability to continue to develop the school's curriculum.

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:

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