



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

**A report on**

**Ysgol Gynradd Llanbedrgoch**

**Llanbedrgoch  
Anglesey  
LL76 8SX**

**Date of inspection: November 2024**

**by**

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

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

## About Ysgol Gynradd Llanbedrgoch

Name of provider	Ysgol Gynradd Llanbedrgoch
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	17
Pupils of statutory school age	15
Number in nursery classes	*
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> )	12.8%
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> )	33.3%
Percentage of statutory school age pupils who speak Welsh at home	46.7%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2023
Date of previous Estyn inspection (if applicable)	08/01/2018
Start date of inspection	05/11/2024

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 school is a happy and caring community where a firm emphasis is placed on improving pupils' well-being. Staff and pupils have good working relationships and the sense of respect between them is an excellent feature of the school. Pupils feel confident that the staff are ready to listen to their ideas and any concerns they have. As a result, nearly all pupils are happy and play a full part in the life and work of the school.

Staff work together purposefully to plan a stimulating and engaging curriculum. Learning activities are effective in developing a range of pupils' skills, including their literacy, numeracy and digital skills. However, a minority of pupils turn to English when working within areas in the learning environment, for example when learning in the construction area. In general, pupils do not have a sound enough understanding of the meaning of Welsh vocabulary when reading and interpreting various texts. The interesting learning areas provide purposeful opportunities for pupils to develop their creative and physical skills successfully. For example, pupils develop their musical skills effectively when composing songs in the music garden. However, teachers do not always provide activities that challenge pupils to achieve well effectively enough.

The headteacher and staff are supported enthusiastically by governors who are fully committed to the success of the school. Members of the governing body work closely with staff to evaluate the effectiveness of provision and standards of learning. Following monitoring activities, they share information about their findings appropriately, by identifying the school's strengths and areas for improvement. However, leaders do not always use the findings of monitoring activities purposefully enough to guide the next steps in the development of the school.

## Recommendations

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

- R1 Ensure that leaders use the findings of self-evaluation activities purposefully to guide the next steps in the development of the school
- R2 Provide activities that support pupils to extend their skills to the best of their ability
- R3 Continue to improve pupils' Welsh oral and reading skills

## What happens next

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

## Main evaluation

The headteacher has a clear vision which is based on creating a happy and welcoming school. It focuses on developing an inclusive culture and ethos, which concentrates effectively on improving pupils' well-being and learning experiences. This vision is shared successfully with all the school's stakeholders. The headteacher has high expectations of himself and the staff and they work together as a close team to realise the school's aim of 'Growing as a Family'.

### **Spotlight: Improve learners' participation in the life and work of the school through activities to promote well-being**

A comprehensive range of activities to promote well-being are used by the staff on a weekly basis, including 'Llun Lles' Monday well-being sessions, yoga and 'sensory' break times. Staff have a sound understanding of pupils' needs and are ready to listen and respond to them promptly.

Recently, pupils have been active in creating the 'Caban Clyd' cosy cabin in the school playground, where pupils can go to calm down. As a result of their work, all pupils have regular use of the cabin, when needed, which includes a good range of sensory resources such as music, lights and mindfulness activities.

The various methods of promoting pupils' well-being have had a positive effect on pupils' attitudes towards the school's life and work. For example, nearly all pupils' attendance has improved over the past year. Pupils undertake their learning activities enthusiastically, work happily with each other in the learning environment and while playing during break times. Nearly all pupils behave exceptionally well.

A strong priority is given to developing an environment where the Welsh language and Welshness are celebrated in all aspects of the school's life and work. As a result, pupils are immersed in the language and its traditions, for example by undertaking a number of engaging activities which include folk dancing and competing in local and national eisteddfodau. Teachers work together purposefully to plan a stimulating and engaging curriculum that covers the areas of learning effectively. Learning sessions include a good variety of purposeful educational activities that are effective in developing a range of pupils' skills. For example, the youngest pupils develop their physical skills skilfully when using wood cutting tools to create a wooden image of an animal. The oldest pupils develop their literacy and creative skills well, for example when creating a play and composing music to tell the story of the school during the Victorian era.

Nearly all pupils' listening skills develop well. They are very willing to listen to instructions from adults and each other's contributions, for example when discussing

how to make a shelter for animals in the forest area. Many of the pupils' oral and communication skills develop effectively. They use a range of suitable vocabulary when discussing their ideas. However, a minority of pupils tend to turn to English when working within their learning groups and when socialising during break times.

A majority of pupils make sound progress in their reading and writing skills, for example as the oldest pupils read about Welsh traditions before writing a fact file. However, a minority of pupils do not have a sound understanding of the meaning of familiar and unfamiliar vocabulary, particularly in Welsh. This limits their ability to understand and interpret text in various books. They do not use purposeful resources effectively enough, for example dictionaries and a thesaurus, to discover the meaning of words. Many pupils apply their numeracy and digital skills confidently, for example as the oldest pupils use their knowledge of the four number rules to calculate the difference in size between football pitches around the world, before presenting this information in digital tables and graphs.

Teachers provide beneficial opportunities for pupils to develop their knowledge and understanding of the history, culture and heritage of their local area successfully. For example, the oldest pupils learn about famous people from Anglesey and their influence on the island. Teachers provide valuable opportunities for pupils to go on engaging learning trips, for example when visiting the Marquess of Anglesey's Column and the island's castles. These experiences are effective in developing pupils' knowledge and understanding of the effect of the past on their lives today.

Teachers use a range of effective teaching techniques to engage and hold pupils' interest and enrich their learning experiences. They provide purposeful opportunities for pupils to learn in pairs and groups, and to discuss and share their ideas with each other. Staff question pupils skilfully to seek their ideas and opinions within their learning activities. This contributes beneficially to developing pupils' thinking skills and as they develop their knowledge and understanding of what they are learning. Nearly all pupils work together effectively and complete their tasks sensibly and maturely. However, teachers do not always provide activities that challenge all pupils to achieve to the best of their ability.

Teachers provide effective, purposeful feedback when guiding pupils to know the next steps in their learning. Written feedback gives meaningful attention to what pupils achieve well and provide ideas on how work could be improved further.

The various pupil's voice committees provide beneficial opportunities for pupils to share their ideas and influence important aspects of provision. For example, members of the school council have produced a questionnaire for pupils to seek their views on how provision could be improved during break times. After analysing the questionnaires, they have ordered new playground equipment and games which are used regularly by all pupils. As a result of these experiences, many pupils' leadership skills develop well and they are confident that staff listen and act on their ideas.

Beneficial opportunities are provided for pupils to reflect on important spiritual and moral values, including the need to respect everyone in society and be a good friend to others. This is effective in ensuring that nearly all pupils have a sound understanding of the important principles that they need to be intelligent and informed citizens.

Governors make a valuable contribution to the life and work of the school. They support and maintain staff's well-being effectively and operate well in their roles in challenging the headteacher on pupils' standards and provision. Staff and governors play a leading part in the self-evaluation process by visiting learning sessions, scrutinising books and holding discussions with pupils every term. This process is appropriate in ensuring that staff and governors have a good understanding of the main strengths of provision and the aspects that are in need of improvement. However, leaders do not always use the findings of monitoring and evaluation activities purposefully enough to guide the next steps in the development of the school.

### **Additional information**

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

The school's arrangements for management 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).**