

A report on

Ysgol Llanfawr

**Holyhead
Anglesey
LL65 2DS**

Date of inspection: June 2025

by

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

This report is also available in Welsh

About Ysgol Llanfawr

Name of provider	Ysgol Llanfawr
Local authority	Anglesey County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3
Type of school	Primary
Religious character	
Number of pupils on roll	261
Pupils of statutory school age	211
Number in nursery classes	28
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>)	39.9%
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>)	15.6%
Percentage of statutory school age pupils who speak Welsh at home	11.4%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	05/01/2009

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Date of previous Estyn inspection (if applicable)	16/11/2016
Start date of inspection	17/06/2025

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 Llanfawr is a caring, happy and welcoming learning community that supports pupils' emotional and social needs successfully. Pupils across the school behave kindly and maturely and show respect for staff and visitors. The provision to support pupils' and staff's wellbeing is an effective feature of the school.

The robust vision of leaders and staff to 'Succeed Safely, Together', is shared effectively with pupils and the wider school community. Leaders implement self-evaluation processes robustly, which enables improvements in provision for pupils' wellbeing and progress. As a result, most pupils make good progress in their skills over time. By developing the Welsh language through using sign language, the motivation and effort of the majority of pupils to use Welsh orally in lessons develops appropriately. However, the provision does not always provide pupils with consistent and coherent opportunities to use and develop the Welsh language in various situations effectively.

Staff provide a learning environment purposefully to stimulate pupils, by offering them valuable help and support. Most pupils show positive attitudes to their learning and show pride in their work. By focusing on the local area, teachers ensure that the learning experiences engage and maintain pupils' interest well. These experiences enable most pupils to develop various skills effectively. However, teachers do not always provide meaningful enough opportunities for pupils to apply their literacy and numeracy skills constructively across the areas of learning.

Leaders and staff have extremely productive relationships with parents and the wider community. They support parents in a sensitive manner and provide valuable opportunities for them to visit the school and engage with pupils' learning effectively.

Recommendations

We have made two recommendations to help the school continue to improve

- R1. Improve opportunities for pupils to use and develop their Welsh skills consistently and coherently in a variety of situations
- R2. Provide purposeful opportunities for pupils to apply and develop their literacy and numeracy skills constructively across the areas of learning

What happens next

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

Main evaluation

The school is a happy and inclusive learning community where pupils and staff treat each other with care and kindness. The passionate leaders set a clear strategic direction for the school's development. They have a robust vision for all pupils to receive education in a homely and safe environment in order to 'Succeed Safely, Together.' They are supported enthusiastically by dedicated staff who share this vision effectively with pupils and the wider school community.

One of the school's strengths is the robust identification by leaders and staff of pupils' needs and the effective processes that are implemented to meet their emotional and social needs successfully. Staff use a wide range of valuable methods to ensure that pupils' wellbeing is robust in order to support them to be ready to immerse themselves and enjoy their learning.

The behaviour of almost all pupils across the school is consistently good. They are polite, welcoming and enjoy sharing their experiences with staff and visitors. Most pupils show positive attitudes towards their learning, familiarise themselves well with tasks and concentrate effectively for extended periods in learning activities.

An effective feature of the provision is the way in which leaders and staff engage purposefully with parents. They provide a wide range of support and training programmes to strengthen the relationship between families and the school, for example by inviting parents to school to learn Welsh by using sign language.

Spotlight: Effective cooperation between the school and home

Leaders and staff work together extremely effectively to maintain pupils' wellbeing. They focus continuously on ensuring that pupils attend school daily. The role of the welfare officer, pupils and families is key in ensuring that the range of interventions has the best possible influence on maintaining well-being and building pupils' confidence so that they feel ready to learn.

With the support of the headteacher and staff, the welfare officer engages regularly with families and coordinates the various support that is available to them. In addition, the officer refers parents to a range of services, as required, to respond to any issue that influences pupils' attendance, confidence, and happiness at school. This is extremely effective in supporting pupils who are affected by poverty, or those who face social challenges, to engage fully with their learning.

Teachers provide an interesting and broad curriculum that develops pupils' understanding of the world and their local area effectively. They make purposeful use of the local beach

as part of the 'Sea' theme, and work enthusiastically with local companies to support pupils to learn about the world of work successfully. In addition, teachers plan regular opportunities for pupils to deepen their knowledge and understanding of religions, morals and practices in different cultures in weekly worship sessions, classroom activities and by inviting visitors to the school.

Leaders implement teamwork among staff across the school successfully which contributes to their understanding of their roles and responsibilities valuably. They are responsible for specific aspects of the school's work and contribute purposefully to ensuring that the majority of pupils, including pupils with additional learning needs (ALN), make consistent progress in their skills over time.

The school has robust arrangements to support pupils with ALN. Staff monitor and track pupils' progress from their starting points thoroughly and plan a comprehensive timetable of purposeful support programmes that respond effectively to pupils' requirements. Assistants work knowledgeably and skilfully to support pupils' wellbeing and learning in classroom activities, and by providing effective support programmes in the 'Lifeboat' class.

Teachers and assistants across the school ensure that their teaching moves forward at a suitable pace in sessions. They question pupils and provide timely feedback that supports most pupils' progress in their skills soundly. The close working relationship that exists between all staff and pupils is a strong feature of the provision. In general, staff have good knowledge of pupils' learning strengths and the steps they need to take to improve their skills and make progress over time.

Pupils' understanding of, and pride in, the Welsh language and their Welshness develop appropriately over time. The provision to use sign language to promote pupils' oral skills is effective. The majority of pupils talk appropriately about their learning and explain concepts that are new to them suitably. However, teachers do not provide consistent and coherent enough opportunities to support pupils to use and develop their Welsh language skills in a variety of situations.

Most pupils develop sound reading skills and, on the whole, they discuss the content of their books with increasing confidence. Teachers provide consistent progression in language tasks which build successfully from one activity to the next. Pupils are given beneficial opportunities to develop their English writing skills in various genres. In general, there are not enough consistent opportunities for the older pupils to develop their Welsh writing skills constructively over time.

Most pupils make sound progress in their digital skills. In mathematics activities, teachers plan a wide range of opportunities for pupils to develop their calculation skills

successfully. A few teachers provide effective opportunities for pupils to apply their numeracy skills skilfully in valuable activities. However, teachers do not provide opportunities that are purposeful enough to support pupils to apply their literacy and numeracy skills constructively across the areas of learning.

As part of robust self-evaluation procedures, leaders use a variety of sources of evidence effectively to provide a clear picture of the school's performance. They identify the school's strengths and aspects that need to be developed further firmly. They use the information successfully to set clear improvement priorities and work together purposefully to address local and national priorities. Governors are knowledgeable and hold the headteacher and staff to account effectively. They have a sound understanding of the school's improvement priorities and make a valuable contribution to the evaluation of the school's work through a range of monitoring activities. Governors know the school and its community well and support the school passionately.

Leaders ensure that staff's wellbeing is central to their daily work. As a result, staff feel valued and always supported. Staff are encouraged to develop professionally continuously in order to improve the quality of teaching and equip them to fulfil their roles and responsibilities fully. All staff members can take advantage of relevant learning opportunities, which link closely to the school's improvement priorities and their individual needs.

Additional information

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

The school's arrangements for the management of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Although the school has an action plan to make up for the deficit, which has been agreed upon, the school has a significant budget deficit.

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, 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 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).