

**A report on**

**Ysgol Gymuned Pentraeth**

**Pentraeth  
Anglesey  
LL75 8UP**

**Date of inspection: October 2025**

**by**

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

**This report is also available in Welsh**

## About Ysgol Gymuned Pentraeth

Name of provider	Ysgol Gymuned Pentraeth
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Welsh-medium
Type of school	Primary
Religious character	
Number of pupils on roll	77
Pupils of statutory school age	65
Number in nursery classes	7
Percentage of statutory school age pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%)	11.6%
Percentage of statutory school age pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)	24.6%
Percentage of pupils who speak Welsh at home	24.6%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	06/01/2025
Date of previous Estyn inspection (if applicable)	22/03/2019

Start date of inspection	06/10/2025
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Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to 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

Ysgol Pentraeth is a happy and welcoming community that places constant emphasis on the well-being and development of pupils and staff. The inclusive and familial ethos ensures that pupils are happy and feel safe.

The headteacher has high expectation of himself, staff and pupils. He has begun to establish effective self-evaluation processes, which enable improvements in provision for pupils' well-being and learning. Governors play a beneficial and supportive role within the school and have a good understanding of the school's strengths and areas for development.

Pupils' oral skills develop soundly from an early age and they respect the contributions of others. However, pupils do not always build effectively enough on these skills as they move through the school.

The learning environment is inclusive and supports the development of the whole pupil. Teachers and assistants work together intelligently to ensure rich provision. They are a conscientious team of staff who focus on developing pupils' outcomes purposefully. However, overall, across the school, the over-use of ready-made frameworks slows pupils' progress in developing their writing skills further in their work across the curriculum. Provision to support pupils with additional learning needs (ALN) is sound.

The headteacher ensures that the well-being of staff is at the heart of their day-to-day work. Staff are encouraged to develop professionally continuously to improve the quality of teaching and equip them to fulfil their roles and responsibilities in full. Leaders review progress effectively and provide valuable professional learning opportunities for staff. There is a very effective relationship with parents and the local community.

## **Recommendations**

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

- R1. Strengthen pupils' Welsh oral skills
- R2. Reduce the use of ready-made frameworks in order to promote pupils' independent learning skills

## **What happens next**

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

## Main evaluation

In a short period of time, the headteacher has set a clear vision based on a caring, inclusive and supportive ethos. He is an energetic leader who upholds a strong culture of respect and appreciation among all pupils, pupils and the school community. He realises the school's values successfully, namely 'Respect, Honesty, Effort and Responsibility', and motivates pupils to be confident and healthy learners in their school and in their local community. A strong sense of family has been established within the school. The hard-working and dedicated team of teachers and learning assistants work together effectively to provide inclusive provision in a local context.

The school community is one where pupils feel happy and safe. They are respected and treated fairly by staff. There are high levels of respect between the teachers and pupils and they are treated fairly. As a result, many pupils demonstrate positive attitudes to learning, enjoy their tasks and apply themselves enthusiastically to their learning.

Across the school, the curriculum meets pupils' needs purposefully and a range of stimulating experiences enable most pupils to develop an understanding of their local area, Wales and the wider world. For example, the school's oldest pupils learn about myths and legends and important historical events in Wales.

Pupils' oracy skills develop consistently during their time at the school. From an early age, they listen tolerantly to presentations from adults and to each other and respect the contributions of others very well. Staff plan purposeful opportunities for pupils to develop their Welsh language skills in informal situations in the community. However, as they move through the school, pupils do not always build on their oracy and communication skills effectively enough with adults and their peers in Welsh.

A majority of pupils' reading skills develop effectively in both languages. Many pupils develop their writing skills successfully in an appropriate range of genres. Staff take advantage of local links to develop pupils' literacy skills skilfully, for example as the oldest pupils work with a local performance company to organise a show at the school.

Most pupils' digital skills develop appropriately. They use equipment effectively to reinforce their skills purposefully in different contexts. The youngest pupils gain confidence in using apps confidently to record themselves giving presentations in the role-play area. By Year 4, they use specific software successfully to create an animation and compositions that develop pupils' oracy and performance skills well. By the top of the school, most use a variety of software successfully, for example when coding, sending an email and creating interesting presentations.

Most pupils' mathematics skills develop soundly. Staff plan valuable opportunities for pupils to apply their numeracy skills in various contexts across the curriculum. For example, Year 4 pupils demonstrate a good understanding of negative numbers when comparing the temperature at the summit of Yr Wyddfa (Snowdon) and in Llanberis.

Most pupils benefit from valuable opportunities to develop a variety of creative and physical skills which include singing, dancing and sports. This builds their self-confidence and expressive ability by taking part in shows and concerts in the community and Urdd competitions. The school develops pupils' spiritual, moral, social and cultural skills successfully. Staff support them to value different beliefs and to show tolerance and fair consideration for the views of others.

Teachers use a balance of effective techniques which include pair and group activities. This develops pupils' linguistic and social skills successfully. They set clear goals at the beginning of sessions and use learning objectives purposefully to ensure that pupils understand the requirements of tasks. Many lessons move at a suitable pace, engage pupils' interest and motivate them to persevere and succeed. On the whole, across the school, teachers over-use ready-made frameworks. This limits opportunities for pupils to expand on their written work, at times, and hinders the development of their independent skills.

Staff provide a rich curriculum that supports many pupils, including those with additional learning needs (ALN) and those affected by poverty, to make good progress in their skills over time. They include pupils' ideas purposefully in planning learning activities that engage their interest and provide them with beneficial opportunities to influence the content of their termly themes.

Leaders provide a good range of opportunities for staff to take part in professional learning activities. For example, recent training has had a positive effect on pupils' mathematics skills. Leaders manage staff's performance effectively, identifying specific targets for teachers that correspond to the priorities in the school development plan.

The emphasis that all staff place on the development of the whole pupil ensures that the learning environment is inclusive. Provision for meeting pupils' well-being needs is sound. This means that many pupils develop into ambitious and skilful learners who are ready to learn and demonstrate confidence and resilience.

Staff have very good knowledge of the needs of each child. The emphasis placed on discussions between staff and parents, along with conducting ongoing assessments, contributes successfully to ensuring a clear and current picture of each pupil's needs.

Provision for pupils with ALN is sound. Staff gather useful information about pupils' progress on their journey through the school and analyse the information effectively. As a result, they identify pupils who need additional support in a timely manner and provide a beneficial programme of support that targets their particular needs successfully.

Leaders, including governors, have begun to introduce effective arrangements for reviewing progress, identifying areas for improvement and identifying the steps to be taken to develop the school further. For example, they have identified the need to develop pupils' reasoning skills and have made suitable improvements which have a positive influence on these skills.

One of the strong features of the school is the close and constructive relationship with parents and the local community. Parents feel that the school listens to them and responds positively to ideas and suggestions, for example in strengthening communication by introducing a calendar of events on the school's website.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

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

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.



## **Evidence base of the report**

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body 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 and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to 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 classes, including learning support groups 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 and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- 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 makes references 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 ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with Section 28 of the Education Act 2005.

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