

A report on

Ysgol Gynradd Santes Gwenfaen

**Rhoscolyn
Holyhead
LL65 2DX**

Date of inspection: November 2025

by

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

This report is also available in Welsh

About Ysgol Gynradd Santes Gwenfaen

Name of provider	Ysgol Gynradd Santes Gwenfaen
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	106
Pupils of statutory school age	84
Number in nursery classes	11
Percentage of 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%)	7.3%
Percentage of 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%)	14.3%
Percentage of pupils who speak Welsh at home	22.6%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	
Date of headteacher appointment	01/09/2025

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Date of previous Estyn inspection (if applicable)	29/01/2018
Start date of inspection	10/11/2025

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

- 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, inclusive and caring community where pupils' wellbeing is central to its work. The headteacher has a clear and ambitious vision which is shared with pupils, staff and parents successfully. This leads to a strong sense of trust, pride and respect between staff and pupils across the school.

Leaders and teachers foster a positive culture that promotes professional learning and offers valuable opportunities for staff to develop their skills. The curriculum provided by teachers is interesting and develops most pupils' skills, knowledge and understanding skilfully.

Pupils develop into independent and curious learners, and most make sound progress in oral, reading, writing and mathematics skills. Although there is appropriate progress in pupils' Welsh oral and reading skills, the minority are less confident in using Welsh in their learning and play. Regular opportunities for pupils to write in a variety of texts support them to make sound progress in both languages.

Staff offer rich learning experiences which include practical tasks and valuable arts activities. Pupils' artwork is a notable element and the provision for promoting the expressive arts is effective. Use of the external areas enriches the curriculum and supports pupils' well-being and social development beneficially.

There is a strong working relationship between staff, pupils and parents, which promotes respect and effective communication. The school monitors attendance carefully and ensures that pupils develop positive attitudes to learning. The governing body is supportive of the school and challenges and supports leaders purposefully.

The school provides a safe, supportive and inspiring environment where most pupils make sound progress and develop into confident, curious and committed learners.

Recommendations

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

- R1 Continue to develop Welsh oral and reading skills to improve pupils' confidence and fluency

What happens next

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

Main evaluation

Ysgol Santes Gwenfaen is a happy, inclusive and caring community. The headteacher has a clear and ambitious vision for the school which is shared with pupils, parents and staff successfully. This is based on creating an environment where pupils' wellbeing is a central part of the school's work, as well as raising standards. This leads pupils to become independent and respectful learners who are ready to succeed. As a result, there is a strong sense of trust, pride and respect between pupils and staff that permeates naturally across the school community.

Leaders have created a positive culture and ethos to promote and support all staff's teaching. Beneficial opportunities are provided for staff to undertake a good range of professional learning, which responds robustly to their individual requirements and the school's priorities. Across the school, a range of rich learning experiences for pupils promote the school's vision and values successfully. Jointly, teachers plan an interesting, stimulating and relevant curriculum that develops most pupils' skills, knowledge and understanding skilfully.

Most pupils' oral skills develop appropriately from their starting points. Many pupils discuss a variety of texts maturely. However, a minority of pupils lack confidence to use Welsh in their learning and play. The reading skills of many of the youngest pupils develop appropriately. At the top of the school, most pupils develop into fluent and confident readers in English. However, although there is appropriate progress in the reading skills of the majority of pupils, they are not confident when discussing the content of Welsh texts. Teachers provide rich and regular opportunities for pupils to write in a range of engaging genres in both languages. This enables many pupils to make sound progress in their writing skills, and they take pride in their work, and present it neatly.

Most pupils make sound progress in mathematics lessons. They develop a good understanding of different mathematical concepts at a level that is appropriate to their age and development stage. Teachers provide a curriculum that supports pupils to apply a good breadth and depth of numeracy skills across the curriculum. As they move through the school, most develop their digital and creative skills in different contexts across the areas of learning successfully. Most pupils develop an understanding of their local area, Wales and the wider world effectively.

Pupils are given regular opportunities by teachers to evaluate their own work and to comment on the work of their peers, fostering a strong sense of ownership over their learning. Staff use a wide range of methods to evaluate pupils' work, including constructive feedback and probing questions to challenge learners' thinking. As a result,

most pupils develop a strong understanding of their next steps and understand how to improve their work.

Teachers and assistants work together successfully. This is a strength in the provision as pupils develop their skills in practical tasks regularly, such as cooking or arts activities. Teachers share expertise across the provision effectively in order to enrich pupils' learning experiences. The effective opportunities to develop pupils' expressive and creative arts skills are valuable. As pupils move through the school, their art skills are a notable element in making constructive progress as they experiment, research, create and refine their work. This stimulates most pupils' interest and engages and maintains their interest and commitment to their learning successfully.

Staff make skilful use of the outdoor areas to enable the youngest pupils to learn through practical experiences. The forest area enriches the curriculum and engages pupils' interest and commitment effectively. Through activities such as woodcraft, team challenges and problem-solving, pupils learn to manage risk, show perseverance and build cooperation skills. Through this, almost all pupils' well-being and social skills develop well.

The school's inclusive community is one in which most pupils develop positive attitudes to their learning and are keen to participate in the range of learning experiences from their earliest time at the school. They show interest in their work and are curious as they face new learning experiences and situations with increasing confidence as they move through school. Pupils who are members of the various school committees contribute their ideas and have an effective influence on the life and work of the school.

Staff know the pupils well. The emphasis placed on discussions among staff and parents, in addition to conducting evaluations of pupils' progress, contributes successfully to providing a clear and up-to-date picture of each pupil's needs. The arrangements for additional learning needs are robust. The working relationship between staff and parents is a strength and the continuous cooperation and communication promotes the school in its community extremely effectively. Parents receive valuable information about pupils' progress and the school's work regularly.

The governing body is supportive of the school's leaders and staff. They receive up-to-date and regular information from the headteacher about the school's performance, and use their experiences from their regular visits to challenge and support leaders with their work. A clear plan is in place to support the school's strategic objectives, for example as staff deliver programmes to promote pupils' well-being and social skills and develop their literacy skills.

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.

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 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)

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

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