

Ysgol Gynradd Esceifiog
Gaerwen
Anglesey
LL60 6DD

05/02/2026

Dear leaders and staff

Interim Visit: January 2026

A team of inspectors visited Ysgol Gynradd Esceifiog recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took advantage of the opportunity to observe teaching and learning, talk to pupils and staff, consider documentation and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Improve provision to ensure that pupils develop their skills constructively

- Consistent practice across the whole provision is the way in which staff provide stimulating and interesting activities for pupils, which respond successfully to individual needs and challenge them consistently.
- From an early age, staff provide regular opportunities for pupils to choose appropriate challenges with increasing independence. When appropriate, they include pupils purposefully in the process of setting aims and criteria, which supports them to make consistent progress in their skills.
- Staff use the classrooms and extensive outdoor areas effectively and creatively to prompt learning and provide stimulating opportunities for pupils to apply their skills further.
- Leaders and staff plan together purposefully to ensure that provision builds methodically on pupils' previous skills and knowledge over time.
- Teachers plan to develop pupils' literacy and digital skills skilfully. These skills are woven effectively across the areas of learning and experience. This ensures that

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learning activities have a clear purpose and provide meaningful opportunities for pupils to apply these skills to their learning consistently.

- Since the core inspection, staff plan appropriate opportunities for pupils to foster their English writing skills regularly. By the time they reach the top of the school, pupils write at increasing length in a range of relevant contexts and genres, demonstrating a secure grasp of elements of language.
- As pupils' skills mature, they develop and use their understanding of mathematical concepts with increasing confidence.
- During regular mathematics sessions, staff use a good range of teaching methods and useful resources to stimulate pupils' learning successfully. They ask pupils probing questions, which supports them to recall previous learning, to check their understanding and extend their efforts further beneficially.
- In general, pupils succeed in applying their number skills appropriately to solve problems in different purposeful contexts. Leaders recognise the need to enrich provision further to offer more familiar and challenging experiences for pupils to apply their numeracy skills in real-life contexts.
- Leaders provide meaningful professional learning opportunities for staff. Recently, staff have taken advantage of useful training to support the implementation of a specific approach that deepens pupils' understanding of mathematical concepts. Although it is still in its early stages, the strategy is beginning to have a positive effect on the development of the oldest pupils' reasoning skills.

Ensure that improvement systems focus in more detail on evaluating and improving pupils' standards and progress

- Since the core inspection, the headteacher has developed comprehensive improvement systems which place a meaningful and clear priority on improving important aspects of provision. This, in turn, supports pupils to make consistent progress and improve their skills to a good standard.
- The headteacher includes staff and governors purposefully in monitoring processes. This includes regular scrutiny of pupils' work and analysing achievement outcomes, giving due attention to specific groups to identify trends and specific areas for improvement. This contributes beneficially to deepening the staff and governors' understanding of the school's strengths and the most important aspects for improvement in pupils' work.
- The headteacher has distributed leadership responsibilities to staff sensibly. Middle leaders have a clear understanding of their roles within the areas of learning for which they are responsible and support teachers effectively to develop purposeful termly plans and to evaluate their effect. This co-operation contributes positively to improving provision and raising pupils' standards further.

- Pupils on the pupil's voice committees contribute beneficial ideas that inform sensible actions within the school's agreed improvement priorities, for example on ways to strengthen pupils' coding skills at the top of the school. Together with the staff's careful and creative planning, this has contributed effectively to the robust development of pupils' digital skills over time.

The school's most recent core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6602140>

Yours sincerely



Liz Miles

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