

**A report on**

**Ysgol Gynradd Llanfairpwll**

**Ffordd Caergybi  
Pwllgwyngyll  
Anglesey  
LL61 5TX**

**Date of inspection: January 2026**

**by**

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

**This report is also available in Welsh**

## About Ysgol Gynradd Llanfairpwll

Name of provider	Ysgol Gynradd Llanfairpwll
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	330
Pupils of statutory school age	247
Number in nursery classes	39
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%)	2.1%
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%)	5.3%
Percentage of pupils who speak Welsh at home	59.1%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	September 2013

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Date of previous Estyn inspection (if applicable)	18/06/2018
Start date of inspection	26/01/2026

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](http://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 Gynradd Llanfairpwll is a caring, multilingual and inclusive learning community in which pupils, staff and parents take pride in its familial and supportive atmosphere. The strong and respectful working relationships between adults and pupils are a notable strength which contribute successfully to the commendable behaviour of almost all pupils and their positive attitudes to their learning.

An extremely good feature of the school's life and work is the strong emphasis on developing the Welsh language and promoting Welshness through contemporary and exciting experiences that broaden pupils' horizons effectively. The strong reading culture and excellent opportunities for pupils to undertake valuable leadership responsibilities contribute significantly to their engagement and aspirations.

The provision for supporting pupils' wellbeing is robust. Inclusive provision and effective support for pupils' emotional and social wellbeing has a positive effect on their confidence and willingness to learn. Most pupils make sound progress across a range of skills from their various starting points, including those from low-income households and pupils with additional learning needs. Their oral, literacy, numeracy and digital skills develop effectively over time.

Leaders and staff provide a broad, rich and Welsh curriculum that is rooted firmly in the school's local community. Staff promote inclusive values consistently and improve pupils' understanding of diversity and respect for others successfully.

Effective teaching and skilful questioning by staff equip pupils to build on their previous learning consistently and improve their work effectively. From an early age, they show increasing independence and cooperate diligently in their learning. Across the provision, pupils have valuable opportunities to apply their skills consistently in real-life and creative contexts.

The headteacher provides passionate and inspiring leadership, and is supported skilfully by a conscientious leadership team and dedicated governing body. Effective distributed leadership systems empower staff to drive sustained improvements in the provision and teaching within a robust culture of continuous self-improvement. This contributes in an excellent way to leaders' robust awareness of the school's strengths and a clear understanding of the aspects of provision that need to be refined further. The relationship between the school, parents and the wider community is a notable strength which supports the school's work and ongoing development successfully.

## **Recommendations**

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

- R1 Continue to implement highly effective self-evaluation processes, by sharing effective practices more widely

## **What happens next**

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

## Main evaluation

Pupils, staff and parents take pride in the caring, inclusive and familial atmosphere in Ysgol Gynradd Llanfairpwll. Pupils are happy to attend the school, take pride in it and feel safe there. The strong working relationships between staff and pupils are an obvious strength, based on respect and trust between each other. Almost without exception, pupils feel that adults treat them fairly and listen to them when they have any concerns. Alongside thorough arrangements for monitoring attendance and punctuality, this contributes robustly to high and consistent pupil attendance rates over time.

The headteacher provides exceptional and inspiring leadership. With the strong support of the deputy headteacher and other leaders, they convey a clear and coherent vision that reflects the school's values successfully, as expressed in its motto, 'Hwyl mewn gwaith ar daith ein dysg'. The motto is central to the school's strategic direction and informs its culture effectively.

Leaders ensure that pupils' well-being, along with effective teaching, is central to all the school's life and work. They set and convey high expectations for staff and pupils, as well as themselves, consistently. Jointly, leaders and staff convey good values and a high and consistent level of professional behaviour which contribute positively to the commendable behaviour of almost all pupils across the school, and their positive attitudes to their learning from an early age. The school's supportive ethos and the joint worship sessions promote pupils' spiritual, moral and social development purposefully.

Members of the governing body are wholly committed and strong advocates for the school. They have an integral and consistent role in the school's well-developed self-evaluation procedures. They use their valuable expertise skilfully to support and challenge leaders sensibly in order to support improvement consistently.

### **Spotlight: Empowering staff's leadership skills to drive continuous improvement in a culture of self-improvement**

The headteacher has established highly effective distributed leadership structures that enable staff at all levels to contribute purposefully to the school's strategic direction. Leadership roles are allocated skilfully to take advantage of the expertise and strengths of individuals, ensuring leaders' strong commitment to improving specific aspects of provision.

Leaders use robust evidence from thorough self-evaluation activities, alongside valuable input from pupil's voice groups, to form a balanced picture of the school's strengths and areas that need to be refined further. Through sharp evaluation processes and purposeful improvement planning, they identify sensible agreed priorities and actions that focus clearly on improving pupils' well-being and learning continuously.

The headteacher's wise leadership fosters a robust culture of professional self-reflection. By evaluating the effect of their work regularly, staff adapt their practice skilfully in response to findings. This contributes robustly to sustainable improvements in the quality of teaching, breadth of provision and pupils' outcomes over time.

An excellent virtue of the provision is the regular attention given to pupils' wellbeing. Pupils have extensive opportunities to discuss their emotions and feelings in a variety of appropriate ways, including using the 'Cabanau Clyd' as dedicated spaces to support their emotional wellbeing. Through the diligent action of the parents and friends association, leaders have invested the funds raised through a good variety of activities to strengthen the provision. This includes developing a specific area on the school's grounds to support pupils' emotional and social wellbeing purposefully during break periods.

During their time at the school, most pupils, including those from low-income households, make sound progress in their skills from various starting points. Most pupils' literacy skills develop effectively as they move through the school. From an early age, most pupils listen attentively to presentations by adults and each other's contributions. By the top of the school, most build on their increasingly secure writing skills in both languages. They apply these skills purposefully when writing a purposeful letter to a conservation organisation to discuss ways of promoting and increasing numbers of red squirrels on Anglesey, for example.

Leaders and staff develop pupils' understanding of a range of identities and relationships, including the lives of LGBTQ+ people, in ways that are appropriate to their age and development stage. Through this, pupils develop positive attitudes to diversity and show respect for different types of relationships.

One of the school's most prominent features is the way in which leaders and staff have high aspirations for developing pupils' Welsh communication skills. They model polished language that supports pupils to foster their Welsh speaking skills with increasing accuracy in their learning and play.

### **Spotlight: Promoting pupils' skills and broadening horizons through contemporary and Welsh experiences**

A strong ethos of Welshness is a prominent feature of the curriculum and weaves naturally through the school's life and work. Through worthwhile creative initiatives, such as 'Seleb yn y Sied', the older pupils have valuable opportunities to develop their Welsh speaking skills regularly by interviewing well-known people in the field of arts. This raises their awareness of contemporary Welsh culture and expands their career aspirations successfully. In addition, pupils' contribution to the production of 'Newyddion Ysgol Llanfairpwll' reinforces a wide range of skills effectively, including their literacy, digital and cooperation skills, and provides pupils with increasing confidence to use Welsh confidently.

Leaders and staff promote a robust reading culture that contributes purposefully to the development of most pupils' sound reading skills. An extremely effective feature of the inclusive provision is how pupils who undertake leadership roles receive meaningful opportunities to have a positive influence on the reading provision. The 'Cryw Cynnydd' recently conducted a survey to gather pupils' views on their enjoyment of structured reading sessions. As a result of the survey's findings, carefully targeted investment has been made in a relevant range of new texts in Welsh and English, which has contributed robustly to fostering pupils' love of reading. In addition, staff provide valuable opportunities for pupils to question a local author when discussing the 'Windrush' generation. This sparks their interest and improves their understanding of influential black people and the contribution of other cultures successfully.

Most pupils develop mathematical concepts effectively and apply their numeracy skills purposefully in a wide variety of relevant real-life contexts across the areas of learning. Teachers provide stimulating and creative opportunities for pupils to apply their digital skills successfully. Through a creative approach of their choosing, the older pupils develop their advanced digital skills confidently and skilfully. They have created a useful digital resource to advise parents on reducing screen time, which is included in the school's digital handbook, for example.

Leaders and staff have a clear vision for delivering a broad, rich and contemporary curriculum for pupils which is rooted firmly in the local community. Pupils contribute regularly to planning their learning, which supports staff to provide stimulating experiences for them. Purposeful initiatives, including '#LlanfairLleol', strengthen

meaningful links between the school and its wider community, while the extremely effective use of purposeful multilingual communication methods supports inclusive engagement with parents and fosters a strong sense of belonging and healthy co-operation in supporting their children's wellbeing and learning.

Another notable strength is the effective provision for supporting pupils with additional learning needs (ALN). Staff co-operate productively with external partnerships, by acting on expert guidance and advice in a timely manner. This has a positive effect on the strong progress of most pupils with ALN during their time at the school.

Across the provision, most pupils show an innate interest in their learning and engage well with their learning activities. From a young age, most persevere diligently when learning individually, with a partner and as a member of a group. Most of the youngest pupils learn extremely independently and confidently by choosing the areas in which they want to spend time and what they want to learn. The older pupils apply their problem-solving skills purposefully by working together purposefully to design suitable boats to transport the witches of Llanddona, for example.

Through robust and agreed teaching methods, staff question pupils skilfully which supports them to recall previous learning purposefully. Staff have high expectations of pupils and provide them with tasks with an appropriate level of challenge. Across the school, staff share constructive feedback with pupils, which praises their strengths and identifies what they need to do to improve. From an early age, pupils respond effectively to this feedback and improve parts of their work purposefully.

Another strong element of the leadership is the way in which leaders have established a positive culture and ethos that promotes and supports all staff's professional learning continuously. They support staff purposefully to undertake action research regularly to improve specific aspects of their teaching. This fosters a strong culture of professional trust which motivates staff to experiment confidently with new ideas and methods of teaching and learning, without fear of failure.

### **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](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 publication. 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).**

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