

A report on

Ysgol Gynradd Penysarn

**Penysarn
Anglesey
LL69 9AZ**

Date of inspection: March 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

This report is also available in Welsh

About Ysgol Gynradd Penysarn

Name of provider	Ysgol Gynradd Penysarn
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	64
Pupils of statutory school age	56
Number in nursery classes	*
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 21.7%)	9.7%
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 9.2%)	21.4%
Percentage of pupils who speak Welsh at home	39.3%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No

A report on Ysgol Gynradd Penysarn
March 2026

Date of headteacher appointment	September 2024
Date of previous Estyn inspection (if applicable)	09/10/2017
Start date of inspection	16/03/2026

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

- 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 an inclusive learning community that nurtures values such as courtesy, respect and fairness for each child successfully. The headteacher provides sensible leadership and considers everyone's contributions to provide pupils with a well-rounded education. Staff are committed to maintaining high standards of care and well-being in a homely and supportive learning environment.

Staff model the Welsh language purposefully, which has a positive effect on pupils' oral development from an early age. However, pupils tend to turn to English to communicate with each other during learning sessions.

Staff work together effectively to provide stimulating learning and play experiences that support pupils' well-being and educational development effectively. Many pupils make good progress in terms of developing knowledge, understanding and skills from their starting points. They develop Welsh reading skills skilfully, contributing purposefully to class discussions and expressing their views clearly. However, purposeful opportunities to support pupils to develop and apply their Welsh writing skills are limited. Pupils' mathematics and digital skills develop soundly.

Pupils develop their creative and social skills skilfully, for example when taking part in activities that support their emotional well-being. They contribute ideas and build on each other's work confidently. In general, teachers provide regular opportunities for pupils to work independently and work together to solve learning challenges through suitable themes.

Leaders have a good understanding of the school's strengths and what needs to be improved. Teachers use evidence from pupils' learning to monitor progress. However, there are very few opportunities to share the most effective practices across the school, for example with methods of delivering feedback and planning.

Leaders are beginning to seek the views of pupils and parents to help to improve and the headteacher uses this information to set priorities for improvement. However, self-evaluation procedures have not been developed in full.

Parents are proud that their children attend a caring school that plays a central role in the life of the local community.

Recommendations

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

- R1 Develop pupils' oral and written Welsh skills
- R2 Develop self-evaluation procedures further to include sharing good practice across the school

What happens next

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

Main evaluation

The school is a caring, inclusive and familial community that is a core part of its local community. The headteacher's vision promotes the development of pupils who are happy and ready to learn in a safe environment.

Staff work together effectively and their professional attitudes set a good example for pupils. They have a thorough understanding of pupils' needs and support them to develop positive attitudes to learning. Learning activities respond purposefully to pupils' needs. Staff support pupils effectively across the school. As a result, pupils, including those with additional learning needs (ALN) and those who are affected by poverty, behave well and make sound progress from their starting points.

Learning areas include a number of purposeful activities that contribute effectively to developing pupils' social and co-operation skills. The outdoor areas have a range of attractive and purposeful equipment which support pupils in developing their well-being, physical and social skills and their ability to solve problems.

Teachers provide a purposeful curriculum that encompasses the areas of learning and experience appropriately and is based firmly on the local area. Learning experiences include pupils' ideas purposefully, which engages their interest and ownership.

Many pupils listen attentively to instructions from adults and each other's contributions. Many pupils' reading skills develop effectively. The oral skills of a majority of pupils develop appropriately in both languages. Pupils tend to turn to English to communicate with each other during learning sessions. A majority of pupils develop their writing skills appropriately. However, purposeful opportunities for pupils to develop and apply their Welsh writing skills are limited.

Many pupils make strong progress in their mathematics skills. Most pupils' digital skills develop soundly from an early age. For example, the youngest pupils use purposeful devices to record the oral work of the oldest pupils as they produce a website to share the history of the Menai Bridge.

Staff provide rich experiences for pupils to develop a range of creative skills purposefully. The oldest pupils use pencils artistically to vary the tone and colour to draw a portrait of Grace Darling. In forest school activities, they use their imagination and creative skills skilfully to create objects out of wood with a variety of natural materials.

Teachers use a suitable range of teaching methods that support pupils to identify their strengths and areas for improvement within their learning. They use this information effectively to determine the next learning steps for pupils. A majority of pupils respond

positively to feedback from staff and improve their work purposefully. Many persevere and search for another way to succeed when they face difficulties. However, the strongest teaching practices are not consistent enough across the school.

Staff provide beneficial opportunities for pupils to work independently, in pairs and within small groups. This has a positive effect on pupils' co-operation skills as they discuss and develop their ideas. They support each other to overcome obstacles and work together effectively. One of the school's excellent features is the way in which pupils treat each other with empathy naturally within the inclusive provision. The oldest pupils support the youngest pupils completely naturally while learning.

The school is at the heart of its community and pupils play an active part in planting flowers in the village and take part in events such as the St David's Day Parade. These experiences contribute successfully towards developing pupils to become mature and conscientious citizens who demonstrate care and respect for their environment.

Arrangements for supporting pupils with ALN are effective and leaders ensure that support is timely and appropriate. Staff work closely with parents and external agencies and review provision regularly. This support has a positive effect on pupils' confidence and encourages them to engage fully with their learning. As a result, most pupils with additional learning needs make good progress from their starting points.

Staff encourage pupils to influence the school's life and work successfully and ensure that they develop appropriate leadership skills and take responsibility for their decisions. A good example of this is pupils' influence on choosing adventure resources for the outdoor area.

Staff provide a purposeful learning environment that promotes pupils' well-being and learning well. For example, by taking part in activities in the outdoor area, such as the forest, pupils take advantage of relevant opportunities to settle down and engage further with their learning. Nearly all pupils are given purposeful opportunities during the school day to develop their physical skills soundly. For example, the youngest pupils develop valuable fine motor skills when using scissors independently in the creating area. The oldest pupils develop their confidence and physical fitness within a wide range of opportunities, such as swimming sessions, dance, orienteering and ball games.

Governors are supportive of the school's work. They know the school and the community it services well and demonstrate a sound understanding of their roles and responsibilities. Leaders undertake a suitable range of monitoring activities which support an appropriate understanding of strengths and areas for development. Self-evaluation arrangements are beginning to consider the views of pupils and parents on aspects of school life. Teachers are beginning to use a range of first-hand evidence to evaluate the quality of teaching and

the curriculum to monitor pupils' progress. However, there are very few opportunities to share the most effective teaching practices across the school, including methods for providing pupils with feedback and planning themes.

Leaders have created a positive culture that supports the provision of purposeful professional learning opportunities for staff. For example, a member of staff has undertaken the role of leading well-being provision which, in turn, has a positive effect on pupils' behaviour and attitudes to their work. Staff visit local schools occasionally, which provides purposeful opportunities for teachers to share their experiences and practices with other professionals.

The school has a positive relationship with parents. Parents feel that they are able to talk to any member of staff to discuss their children's well-being and education and are proud that their children attend this homely school.

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/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 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.

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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 21/05/2026