

**A report on**

**Ysgol Henblas**

**Llangristiolus  
Bodorgan  
Isle of Anglesey  
LL62 5DR**

**Date of inspection: June 2026**

**by**

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

**This report is also available in Welsh**

## About Ysgol Henblas

|                                                                                                                                                                                                              |                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Name of provider                                                                                                                                                                                             | Ysgol Henblas                   |
| 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                                                                                                                                                                                     | 90                              |
| Pupils of statutory school age                                                                                                                                                                               | 67                              |
| Number in nursery classes                                                                                                                                                                                    | 12                              |
| Percentage of pupils eligible for free school meals over a three-year average<br>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%) | 9.2%                            |
| 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%)                  | 10.4%                           |
| Percentage of pupils who speak Welsh at home                                                                                                                                                                 | 68.7%                           |
| Percentage of pupils with English as an additional language                                                                                                                                                  | 0.0%                            |
| Lead partner in Initial teacher education                                                                                                                                                                    | No                              |
| Date of headteacher appointment                                                                                                                                                                              | 01/09/2025                      |

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|                                                   |            |
|---------------------------------------------------|------------|
| Date of previous Estyn inspection (if applicable) | 15/05/2017 |
| Start date of inspection                          | 15/06/2026 |

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

Positive working relationships between staff and pupils are a strong feature of Ysgol Henblas which contributes effectively to fostering a warm and supportive environment. The headteacher provides clear and effective leadership, and staff work together successfully to realise the school's vision.

Staff provide a broad and stimulating curriculum that engages and maintains pupils' interest successfully. Experiences based on local heritage, history and culture, along with strong links with the community, enrich provision and foster pupils' pride in their 'cynefin', or local area. These experiences offer valuable opportunities for many pupils, including those with additional learning needs and those from low-income households, to develop their skills and contribute actively to the life of the school and the wider community. Pupils take pride in the opportunities that they have to voice their views and to have a positive influence on the life and work of the school.

Teachers plan purposefully for the development of pupils' skills to support many of them to make good progress over time. Pupils apply their numeracy and digital skills confidently in a range of contexts, and develop into natural and confident Welsh speakers. However, the reading skills of a minority of pupils do not develop robustly enough in Welsh or English.

Where teaching is at its best, teachers use skilful questioning methods and provide interesting activities that support pupils' progress effectively. They promote beneficial co-operation and valuable reflection periods for pupils to develop their learning further. However, teachers do not always provide activities that challenge pupils' learning purposefully enough, especially the more able pupils.

Leaders work together purposefully to evaluate the effect of provision on the development and progress of pupils' skills. As well as purposeful professional learning opportunities for staff, they benefit from co-operating with partner schools to share their expertise and effective practice. This contributes positively to strengthening the quality of teaching and learning.

## Recommendations

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

- R1 Provide learning activities that support and challenge pupils' learning, especially those that are more able
- R2 Improve pupils' reading skills

## 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 provides clear and purposeful leadership based on a shared vision, 'Gwreiddiau i Dyfu ac Adenydd i Hedfan' (Roots to Grow and Wings to Fly), which permeates the life and work of the school robustly. This vision is supported enthusiastically by dedicated staff who work together effectively to foster a strong sense of belonging, respect and care among pupils that is a prominent feature of the school. Many pupils show positive attitudes to learning and participate fully in the life and work of the school.

Teachers plan a comprehensive and stimulating curriculum that engages and maintains pupils' interest effectively. They provide beneficial opportunities for pupils to communicate their ideas and interests to the provision as an integral part of the planning process. They provide interesting and stimulating learning experiences that develop many pupils' knowledge, understanding and skills successfully. Through interesting themes that reflect the heritage, history and culture of the local area, pupils develop a strong sense of pride in their community.

### **Spotlight: Working effectively with the local community to enrich provision and develop pupils' appreciation of their area**

The school has extremely strong links with the local community where members of the community visit the school regularly to share their expertise and experiences with pupils. A notable example of this is the co-operation between the school and the village of Llangristiolus in planning and organising the annual 'Gig Henblas'. Pupils work closely

with local businesses and organisations to raise funds and organise a successful community event on the school grounds.

As part of this work, teachers plan purposeful enterprise activities that develop pupils' leadership, literacy, numeracy and digital skills effectively. Pupils take responsibility in a wide range of tasks, including communicating with sponsors, selling tickets, organising resources and managing a budget.

These experiences are successful in developing pupils' confidence, independence and understanding of the importance of contributing actively to their local community.

Teachers introduce the skills to pupils across the areas of learning effectively. Many pupils, including those with additional learning needs and those from low-income households, make good progress over time. They develop sound mathematics skills and apply their understanding of numeracy appropriately in various contexts. Teachers' comprehensive planning for developing pupils' digital skills enables them to use a wide range of software confidently to present and share their learning in a variety of media.

The school promotes the Welsh language extremely effectively. All staff are robust language models and provide rich opportunities for pupils to use Welsh in a wide range of formal and informal contexts. This contributes effectively to supporting many pupils to develop into confident and natural Welsh speakers.

In the best practice, teachers provide valuable opportunities for pupils to read a range of interesting texts that engage their interest successfully. However, a minority of pupils do not develop their reading skills robustly enough in English and Welsh.

Where teaching is at its best, teachers use a range of effective teaching techniques that motivate pupils to develop their skills successfully over time. They recall previous learning skilfully and use probing questioning methods to extend pupils' knowledge and understanding. Teachers provide regular opportunities for pupils to work together in pairs and small groups in developing their communication and thinking skills effectively. Staff provide learning activities appropriately to meet pupils' needs in order to support them to make progress in their skills. However, teachers do not always provide activities that support and challenge pupils' learning purposefully enough, especially those that are more able.

Teachers plan valuable opportunities for pupils to develop their writing skills in varied and interesting contexts. However, a minority of pupils, especially the older pupils, continue to make the same errors in their work in extended writing. Teachers provide useful verbal feedback which enables pupils to understand what they are doing well and how to

improve their work. They provide valuable opportunities for pupils to reflect on their progress and evaluate their work against the aims of the activities.

The school's caring ethos promotes well-being, respect and courtesy amongst pupils successfully. Staff promote self-discipline and robust behaviour among pupils, which motivates them to show respect for each other and adults. In collective worship sessions and rich learning experiences, staff provide valuable opportunities for pupils to consider important moral and spiritual values. This supports pupils to develop an understanding of social, moral, cultural and spiritual values successfully.

Pupil's voice groups have been established well and contribute meaningfully to the life and work of the school. For example, members of the eco committee develop their leadership skills effectively by establishing and developing the vegetable garden and planning rich opportunities for other pupils to use it regularly as an integral part of their learning.

Governors discharge their duties diligently and support and challenge the school appropriately. Together with school leaders, they use an appropriate range of self-evaluation procedures to measure the effect of the provision on pupils' progress. By including staff in teaching and learning observation sessions, scrutinising pupils' work and professional discussions, all partners develop a clear understanding of the school's strengths and the areas for improvement.

Professional learning opportunities are linked purposefully to the school's improvement priorities and staff's individual development. This has a positive effect on the quality of teaching and deepens staff's understanding of effective teaching methods. In addition, beneficial co-operation among staff in nearby schools enables them to share their expertise and effective practice.

### **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/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.

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](mailto:publications@estyn.gov.wales)

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

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