

A report on

Ysgol y Graig

**Ffordd y Coleg
Talwrn Road
Llangefni
Anglesey
LL77 7LP**

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 y Graig

Name of provider	Ysgol y Graig
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	367
Pupils of statutory school age	285
Number in nursery classes	33
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%)	25.8%
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%)	14.7%
Percentage of pupils who speak Welsh at home	57.9%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No

A report on Ysgol y Graig
June 2026

Date of headteacher appointment	01/01/2016
Date of previous Estyn inspection (if applicable)	21/01/2019
Start date of inspection	08/06/2026

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

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school

Summary

Ysgol y Graig is a safe and happy community where there is a caring ethos and where there are positive and respectful relationships between staff and pupils. Most pupils behave well and engage enthusiastically in learning. Practical tasks stimulate effective learning among the youngest pupils. Many pupils, including those with additional learning needs and those from low-income families, make consistent progress in their skills.

Leaders have a clear vision for the school and aspire to ensure the best possible well-being for pupils. Governors are committed to developing the school and support leaders appropriately. However, self-evaluation processes are not strategic enough to ensure consistency in effective teaching across the school.

Staff fosters its close relationship with the local community to provide a curriculum that is rooted effectively in the local context of the school, which. This supports pupils to show genuine pride in their '*cynefin*' and their local area.

In the best practices, such as in the youngest pupils' classes, where rich activities are presented to them, many pupils make good progress in their Welsh oral and literacy skills. As pupils move up the school, teachers do not always provide activities that challenge pupils' learning, particularly that of more able pupils, consistently enough. Teachers tend to over-direct learning and this limits consistent progress in pupils' basic skills. A minority of pupils do not develop their listening skills effectively enough which, in turn, disrupts the flow of teaching and learning. Many pupils make good progress in their mathematics skills over time, but very few opportunities are provided to support older pupils to apply their numeracy skills across the curriculum.

Many pupils read confidently and demonstrate an appropriate understanding of texts. The youngest pupils make sound progress in developing their writing skills for a range of purposes. However, older pupils do not develop their higher-order reading skills effectively enough to gather information independently from a range of sources. They are also not given regular enough opportunities to develop their extended writing skills across the areas of learning.

Recommendations

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

- R1 Improve teaching for older pupils to ensure that activities challenge them consistently and support them to develop their independent learning skills
- R2 Strengthen evaluation and improvement processes
- R3 Ensure that older pupils develop their reading and writing skills constructively
- R4 Provide purposeful opportunities for older pupils to apply their numeracy skills across the curriculum

What happens next

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan to show how it will address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main evaluation

The school is a caring, safe and happy community that supports the well-being and learning needs of many pupils effectively. Staff treat pupils fairly, which has a positive effect on pupils' attitudes to learning. Most pupils consistently treat each other, adults and visitors with courtesy and respect. Many pupils, including those with additional learning needs (ALN) and those from low-income families, make consistent progress in their skills.

One of the school's obvious strengths is the provision to promote pupils' well-being. Staff identify pupils' needs well and provide effective support that promotes their personal development successfully. Specialist provisions have a positive effect on the well-being of most pupils across the school.

Provision to support pupils with ALN is sound. Staff track pupils' progress purposefully and identify those who need additional support in a timely manner. Staff organise a range of appropriate programmes which support most pupils to make good progress in their skills. Staff work effectively with parents and a range of external agencies to ensure that pupils' needs are identified at an early stage and are supported appropriately.

Staff provide a broad curriculum and a range of interesting experiences for pupils which promote a sense of belonging and foster their pride in their local community. For example, pupils work with local businesses to promote the use of the Welsh language in workplaces. This motivates pupils to be responsible and ethical citizens who respect their community.

Across the school, teachers provide stimulating learning environments to support pupils' learning. They use appropriate resources and provide experiences linked to real-life situations to help pupils engage with learning. In the best practice, such as in the youngest pupils' classes, teachers plan and present interesting activities that build purposefully on pupils' previous learning. They provide rich opportunities for pupils to develop their skills successfully through a good range of purposeful learning experiences. Most pupils demonstrate positive attitudes to learning and engage enthusiastically with activities. They listen and respond appropriately to practical tasks and work effectively with their peers.

As pupils move up the school, teachers do not have high enough expectations of pupils in a minority of lessons, particularly for more able pupils. This means that they are not challenged sufficiently in their learning to achieve well. The listening skills of a minority of pupils do not develop securely enough, particularly at the top end of the school. This means that pupils tend to lose interest in their tasks, which disrupts the flow of teaching and learning. As a result, along with the less positive attitudes to learning of a very few, pupils do not engage fully with their learning, which hinders progress in their skills.

In the oldest pupils' classes, teachers tend to over-direct learning activities which, in turn, limits pupils' ability to make choices with increasing independence. In the best practices, there are examples of purposeful questioning by teachers which enables pupils to think and guide their learning effectively. However, this practice is not consistent across the oldest pupils' classes. As a result, questions asked by teachers do not extend pupils' thinking skills effectively enough or support them to understand the next steps in their learning.

Many staff model the Welsh language effectively, particularly those who teach the youngest pupils. As a result, most of the youngest pupils develop secure speaking skills and use the Welsh language confidently in familiar contexts. However, as pupils move through the school, pupils do not make sound enough progress. Many older pupils tend to turn to speaking English in informal situations and do not develop their fluency and confidence to speak Welsh successfully enough.

Many pupils across the school read confidently and demonstrate an appropriate understanding of a variety of texts. However, older pupils do not use their higher order reading skills constructively to develop their understanding of reading texts and gather information from a range of sources independently. Many of the youngest pupils make consistent progress in developing their writing skills. However, there are not enough opportunities for older pupils to develop their extended writing skills consistently in an appropriate range of forms across the curriculum.

Most of the youngest pupils make sound progress in their mathematics skills. They use a range of resources to deepen their understanding of concepts and apply their skills independently across a range of contexts. However, there are few opportunities for older pupils to develop their skills further, such as when applying their numeracy skills in rich activities that challenge them appropriately. Across the school, many pupils' digital skills develop well. They use a range of software purposefully in a range of contexts.

Leaders, including governors, evaluate the quality of provision appropriately, which supports them to identify strengths and a few areas for improvement. However, evaluation activities are not always incisive enough. For example, they do not focus specifically enough on important aspects of teaching and their impact on pupil outcomes. This means that leaders do not have a sound understanding of shortcomings nor do they have strategic enough arrangements to prioritise areas for improvement effectively.

Teachers promote pupils' spiritual, moral, social and cultural awareness effectively. Pupils foster valuable skills, such as tolerance and fair consideration of other people's views, beneficially.

There are opportunities for pupils to lead and influence the life and work of the school effectively. They enjoy undertaking responsibilities and take their roles seriously. For example, the school council organises a range of activities to raise money for well-known charities which, in turn, develops important skills such as co-operation and empathy.

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, staff and the governing body/committee members 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 the specialist resource base (where appropriate) 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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: 10/08/2026