



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on
Ysgol Gynradd Llanllechid

Llanllechid
Bangor
Gwynedd
LL57 3EH

Date of inspection: May 2024

by

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

This report is also available in Welsh.

This inspection was undertaken as part of trialling our new inspection arrangements. As a result, this report may be slightly different in format to other published reports for providers in the sector.

About Ysgol Gynradd Llanllechid

Name of provider	Ysgol Gynradd Llanllechid
Local authority	Cyngor Gwynedd
Language of the provider	Welsh
Religious character	*
Number of pupils on roll	265
Pupils of statutory school age	204
Number in nursery classes	32
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.7%)</i>	10.7%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 13.2%)</i>	14.7%
Percentage of statutory school age pupils who speak Welsh at home	79.9%
Percentage of statutory school age pupils with English as an additional language (categories A-C)	0.0%
Date of headteacher appointment	01/01/1997
Date of previous Estyn inspection (if applicable)	14/03/2016
Start date of inspection	20/05/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from 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 headteacher is an inspirational leader who fosters respect and appreciation among all stakeholders of Ysgol Llanllechid. She has an ambitious vision and provides dignified leadership, promoting co-operation and celebrating successes. She is supported enthusiastically by staff and governors who share the vision harmoniously.

Staff work together diligently to provide a rich curriculum that motivates pupils and nurtures their imagination. The curriculum is based on the local area and supports pupils to develop their skills beneficially, for example when researching local history and culture. Staff work with parents and the community to develop pupils' awareness of their cynefin, or 'local area', providing valuable opportunities for them to make connections with important events in the past and present.

Staff provide valuable activities in the outdoor areas which develop a wide range of pupils' skills extremely effectively, including their independent learning skills. The creative use of the rich learning areas is a notable strength of provision. Teachers plan purposefully to ensure an appropriate and ambitious challenge for pupils, which leads to supporting them to make sound progress.

Teachers use a range of effective teaching and assessment methods, including questioning pupils' skilfully to extend their knowledge and understanding of areas of learning. As a result, nearly all pupils enjoy learning, have extremely robust attitudes to learning and develop to become confident and independent learners.

Leaders promote principles such as being 'pleasant, kind and helpful' skilfully, and support pupils to develop mature social skills successfully. Through purposeful well-being sessions, pupils develop as caring citizens. The school promotes equality effectively by ensuring that pupils treat everyone with respect and courtesy.

Recommendations

There are no specific recommendations following this inspection.

What happens next

The school should continue on its improvement journey.

Main evaluation

Ysgol Llanllechid is a happy community that provides education and care of a high standard for its pupils. The headteacher is an inspirational leader who upholds a strong culture of respect and appreciation amongst all staff and pupils. She provides dignified and notable leadership where emphasis is placed on co-operation, mutual aspiration and celebrating successes together in a highly effective manner. She is a strong leader who is highly respected by all stakeholders. Her infectious passion and ambitious vision ensure education of the highest standard for all pupils and are a firm basis for the school's success. The headteacher is supported very effectively by other skilful leaders who share the headteacher's vision wholeheartedly. The sense of team among leaders and staff is a notable quality and this contributes to a fair balance of support and accountability alike.

Cameo: The strategic role and contribution of the governing body in the life and work of the school

The contribution of governors is a significant asset to the school. Members are a knowledgeable and active body who take proactive action in the school's activities to ensure the highest quality provision for pupils.

For example, members of the body take part in regular learning walks to gather information and evaluate important elements of the school's work, such as provision for science and technology. They also engage beneficially with pupils to seek their views about their well-being and the learning experiences that are available to them.

They provide the headteacher with significant support but are also very willing to challenge ideas and decisions in a strategic, constructive and sensible manner. Their contribution to school life is a strong feature of the school's leadership.

All staff work together diligently to offer a rich curriculum that provides stimulating learning experiences to promote and nurture pupils' imagination successfully. The curriculum is based firmly in the pupils' locality. Staff work closely with parents and members of the community to deepen pupils' awareness and appreciation of their '*cynefin*', or local area. For example, pupils are given regular opportunities to learn about the history and culture of the local area, such as when researching the lives of influential residents of the area during different periods. Through beneficial educational visits, pupils understand and appreciate the influence of the slate industry in the development of the area. The curriculum provides rich opportunities for pupils to make purposeful links with significant themes in the lives of local people, both past and present.

Cameo: Developing a strong sense of belonging to the local community and Welshness among pupils

The oldest pupils have researched the life of John Petts, a local artist in the nineteenth century. Petts was instrumental in raising money for black people in a village in Alabama following a disaster as a result of slavery.

Pupils developed their reading skills skilfully by gaining information from various texts about the lives and working conditions of slate workers at Penrhyn Quarry during the Victorian era. By doing so, pupils make further learning links with the lives of slaves in Jamaica from the same period. Following this, pupils worked together to develop their writing skills in drafting and presenting a report to summarise the information for their peers.

This was key in deepening pupils' knowledge and understanding of the injustice of the past and the importance of ensuring equality and equitable rights for all within contemporary multicultural society.

Staff invite a wide range of visitors regularly to the school to share their experiences and aspects of their work with pupils. This contributes effectively to developing pupils' understanding of the world of work, along with raising their aspirations and ambitions for the future.

The purposeful and very creative use of the rich learning areas is a clear strength of provision. Staff provide stimulating and engaging learning activities in the outdoor learning areas which develop a wide range of pupils' skills extremely effectively. Pupils' mature social skills and their extremely positive attitudes to learning are a notable quality of the school.

The oral and literacy skills of nearly all pupils develop well in both languages. They develop their Welsh oracy and communication skills extremely robustly, for example when learning traditional Welsh songs, sonnets, raps and '*englynion*' within plenary sessions. Through this, pupils make extremely strong progress in their Welsh language skills and gain valuable knowledge about the language and the history and culture of Wales.

Nearly all pupils make sound progress in their reading and writing skills, for example as the oldest pupils write a persuasive letter to an officer from Natural Resources Wales, stating their concern for the future of a historic tree in Parc Meurig, which is implicit in the book '*Llyfr Mawr y Plant*'. From an early age, the mathematics and digital skills of nearly all pupils develop extremely securely. They apply their numeracy skills confidently and with increasing independence, for example when calculating the angles and area of different slates from Penrhyn Quarry.

Teachers use a range of effective teaching methods successfully. Staff question pupils skilfully, which builds successfully on their previous learning and extends their knowledge and understanding of different contexts further. Teachers ensure that pupils understand the aim of learning sessions and include pupils purposefully when

discussing what is important to achieve within the activities in order to succeed. They maintain a suitable pace for learning sessions and provide periods of purposeful reflection to emphasise and reinforce pupils' understanding of their learning. Nearly all pupils develop their independent learning skills extremely effectively.

Staff's oral feedback is effective in guiding pupils to understand how and when to improve their work. They provide beneficial opportunities for pupils to consider the quality of their own work and, at appropriate times, the work of their peers. This, in turn, leads to regular improvements in pupils' learning.

Leaders uphold and promote important principles such as being 'pleasant, kind and helpful' successfully. This ensures extremely positive attitudes and behaviour among pupils. Within reflection sessions, pupils are given valuable opportunities to discuss the importance of being informed and caring citizens, for example.

Many pupils develop valuable personal and social skills by being members of various committees. They work together highly successfully by contributing their ideas in terms of how provision can be improved across the school. For example, members of the school council play a leading role in making decisions on how to improve the physical and emotional well-being of their peers. As a result of these valuable opportunities, pupils develop their leadership skills very effectively.

The school has robust processes to identify pupils with additional learning needs at an early stage. Staff provide pupils with purposeful support and work effectively with a wide range of external agencies to achieve this. Teachers and assistants work together diligently to track pupils' progress and use this information purposefully to provide additional help to support them to make sound progress in their skills. Staff work together skilfully to ensure that pupils are not affected adversely by poverty and deprivation. Equal opportunities are ensured for all pupils and the expectations of them all are equally high.

The headteacher communicates effectively with parents and shares relevant information about the school's news and events in a timely manner. A significant effort is made to seek parents' views on the school's activity and ensuring a productive working relationship with parents is a core part of its success.

Additional information

The school's arrangements for safeguarding pupils 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.

The school's arrangements for the safety of the site are not a cause for concern.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee 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, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons, 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 refers 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 (<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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

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

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