Report following monitoring

Level of follow-up: Special measures

Ysgol Gynradd Beaumaris

Maeshyfryd
Beaumaris
LL58 8HL

Date of visit: July 2024

by

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

This report is also available in Welsh.

Outcome of visit

Ysgol Gynradd Beaumaris is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

Progress since the last inspection

R1. Respond to the health and safety concerns relating to the school grounds

The school has responded fully to the health and safety concerns raised during the core inspection.

R2. Develop the leadership responsibilities of members of staff and governors so that they act more strategically

Since the core inspection, governors act more strategically and support the headteacher efficiently in their role as critical friends, and provide suitable support and challenge, as appropriate. They are committed, knowledgeable and know the school well. Their input has a purposeful influence on developing deliberate improvements across the school and they are prepared to bring their individual knowledge and strengths to the role. Over time, governors have benefitted from valuable support from local authority officers and the regional consortium to develop their skills and understanding further. They conduct beneficial learning walks with improvement support advisers to monitor provision and pupils' standards in literacy, numeracy and digital development.

Governors' specified responsibilities have been established firmly. As a result, the headteacher takes full advantage of their expertise to support aspects of the school's life and work. By following a purposeful monitoring timetable, governors hold regular discussions with staff and visit the school to evaluate provision and standards, for example by scrutinising provision and pupils' progress in their digital skills across the school. Visits lead to creating useful reports which focus on pupils' progress and are discussed purposefully with the headteacher in the governors' Curriculum and Progress Panel. The headteacher's reports also ensure that governors receive appropriate information about the school's performance. As a result, they have a sound understanding of the school's strengths and areas that need to continue to be improved.

Some stability in terms of staffing has now contributed purposefully to improving provision and raising standards. Staff are clearer about their responsibilities and lines

of accountability and are keen to lead their areas of responsibility. In a short period of time, the new numeracy leader has received beneficial support from the headteacher to undertake their strategic role purposefully. They have recently been given opportunities to shadow the headteacher and work closely with an improvement support adviser from the regional consortium to evaluate provision and standards in mathematics and numeracy across the school. Staff's skills in taking part in the process of monitoring, evaluating and planning the next steps for improvement are now developing appropriately.

R3. Improve self-evaluation and planning for improvement processes to identify all the school's areas for improvement to raise standards and strengthen provision

Leaders and staff work effectively with local authority officers and improvement support advisers from the regional consortium to respond to the recommendations of Estyn's core inspection report. Governors respond thoroughly to their responsibilities in relation to different aspects of the curriculum. They visit the school regularly and conduct a purposeful range of scrutiny activities, which include learning walks and discussing pupils' work alongside staff. Members of the Curriculum and Progress Panel (which is a sub-panel of the governors) discuss their detailed reports intelligently with the headteacher and evaluate progress against actions to address the recommendations appropriately. Overall, this continues to deepen their understanding of the school's strengths and areas for improvement.

Leaders undertake a purposeful range of self-evaluation activities regularly, which has a beneficial effect on pupils' outcomes. The new literacy and numeracy leaders analyse pupils' progress in tests purposefully and identify areas for improvement and steps for implementing them. They present detailed reports to governors on the term's self-evaluation activities and the main findings, which have appropriate actions for improvement and suitable review arrangements. However, in a few cases, leaders do not always prioritise actions mindfully enough to ensure sustainable improvements.

By scrutinising pupils' work and conducting regular learning walks, leaders provide their colleagues with beneficial feedback on the quality of provision and pupils' learning. This includes reporting on any progress against the recommendations of the previous visit or scrutiny activity. Reports also provide appropriate comments on the quality of provision and report on pupils' learning. For example, the literacy leader and liaison governor have identified that the use of story maps has been embedded consistently across the school and is beginning to have an appropriate effect on pupils' skills in the school's older years when writing for different purposes.

Leaders now develop teachers' leadership skills purposefully through valuable professional learning opportunities. As a result, teachers gain confidence and undertake their roles and responsibilities appropriately. They are proactive in driving

improvements in their area of responsibility and take advantage of purposeful opportunities to attend training. A good example of this is the work in the digital area which has led to refining provision to include contemporary and stimulating digital learning experiences for pupils. This, in turn, ensures that pupils acquire coding skills with increasing confidence and apply them effectively across the areas of learning and experience.

R4. Raise the standards of pupils' Welsh across the school, particularly their oral skills

The school continues to work effectively with officers from the regional consortium and the local authority to develop pupils' Welsh oracy. Regular practice activities encourage pupils' confidence beneficially. During these activities, teachers ask suitable questions and encourage pupils to think and develop confidence when expressing themselves in Welsh.

Staff have high expectations and encourage pupils to try to recall relevant vocabulary and syntax. The effect of this work can be seen in the foundation learning class in particular, where many pupils' confidence to use the Welsh language increases strongly. A majority of pupils talk casually to staff and visitors and discuss their work with increasing maturity. Teachers' methods to enable pupils to learn stories by heart enrich their vocabulary and influence their confidence when speaking. The effect of this increase in confidence can also be seen in pupils' written work. They express themselves more confidently and create increasingly extended pieces of writing which include simple adjectives and similes. A majority of pupils, in line with their age and stage of development, read appropriately, paying suitable attention to punctuation and taking care when trying to read unfamiliar words.

In the older pupils' class, consistency in terms of the staff's expectations has a positive effect on many pupils' confidence to use the Welsh language. Staff are effective language models and the regular encouragement for pupils to use the Welsh language in the classroom is beginning to have a positive effect. Teachers plan beneficial opportunities for pupils to gain confidence by speaking, for example when creating presentations about their interests and recording them on digital equipment before sharing them with their peers. This expands the vocabulary of a majority of pupils appropriately. A majority of older pupils develop appropriate reading and writing skills in Welsh. For example, they gather information from different sources to create an effective front page of a newspaper expressing the anger of the residents of Capel Celyn as a result of flooding the valley. However, at times, many pupils have a tendency to turn to English during independent activities.

R5. Plan purposeful opportunities for pupils to develop their skills across the curriculum

Teachers continue to pay appropriate attention to providing opportunities to develop pupils' mathematics and numeracy skills. In both classes, there are opportunities for them to develop a range of mathematics skills and apply them in different interesting contexts across the curriculum. For example, when learning about standard units such as grams, many Year 1 and 2 pupils learn to use digital scales, estimating the size of a ball of clay that weighs 100 grams. This leads to a beneficial discussion about vocabulary such as *'trymach'* ('heavier') and *'ysgafnach'* ('lighter') when estimating which objects they can find that are around the same weight. There are beneficial opportunities for pupils to develop their skills in a geographical context when using coordinates to find features on a map of the Beaumaris area.

In the older pupils' class, there are many more beneficial opportunities for pupils to develop their mathematics skills and apply them in interesting contexts across the areas of learning and experience. For example, during a scientific activity on the effect of friction, pupils use a Newton meter to measure the force needed to move shoes with different soles along the floor. They conduct the test three times, record the results and then find the average as the final answer. Beneficial tasks challenge pupils to apply their skills appropriately, for example by considering how to invest a budget of £8,000 when redeveloping of local play area, and consider the costs of different equipment.

Teachers have continued to focus effectively on providing opportunities for pupils to develop their digital skills in different contexts. As a result, many pupils' skills develop well. Many pupils in the foundation learning class use digital tools independently to record their work, for example when placing a link to oral work by using a QR code in their books. Older pupils benefit from worthwhile opportunities to develop their coding skills by using small programming devices to create a code to calculate their number of steps and the length of their journey.

R6. Provide more opportunities for pupils to make decisions and take responsibility for their own learning in order to develop into independent learners

At the beginning of themes, teachers provide beneficial opportunities for pupils to contribute ideas about what they would like to learn and, at times, use digital methods to facilitate the work. For example, when learning about the local area, pupils share ideas for transforming a local play area. Teachers include pupils' ideas when planning the course of themes. As a result, many pupils engage appropriately with their learning.

In the foundation learning class, many pupils respond maturely to different activities that promote their independence successfully. They read the instructions of tasks

and work together to complete their work. For example, they use different materials to create a farm and place different numbers of animals in the fields. Many concentrate maturely for extended periods when responding to activities that are graded at different levels of challenge.

Older pupils select their own activities from among the *'gwych'* ('great'), *'arbennig'* ('special') and *'rhagorol'* ('excellent') challenges and explain appropriately why the activity is suitable for them. They show an increasing awareness of the importance of responding to success criteria, evaluating their own progress and that of their peers. As a result, they have an appropriate grasp of what they need to do to develop their work further.

The role of the school council is developing suitably. Council members, who represent pupils from both classes, now talk enthusiastically about their work. Various activities have been held, such as an event to celebrate St Dwynwen's Day and holding a second-hand book fair to raise money to establish a 'Reading Den' during break time. As part of this project, a questionnaire was shared with pupils to seek their opinions about establishing somewhere quiet for them to go to enjoy reading during busy break times. Pupils have engaged with parents to arrange for a new floor to be installed before establishing the 'Den' and displaying the books.

Older pupils have benefitted from regular opportunities to take part in activities where they work together as a team to solve practical problems. They develop leadership skills, and discuss and agree on the most effective way of completing tasks. For example, they used different equipment to build bridges that the whole group could cross safely. This develops their confidence effectively as they suggest ideas to facilitate the group's work.