



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

A report on

Ysgol Gynradd Parc Y Bont

**Llanddaniel Fab
Anglesey
LL60 6HB**

Date of inspection: July 2024

by

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

This report is also available in Welsh.

About Ysgol Gynradd Parc Y Bont

Name of provider	Ysgol Gynradd Parc Y Bont
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	105
Pupils of statutory school age	91
Number in nursery classes (if applicable)	7
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>	4.7%
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>	14.3%
Percentage of statutory school age pupils who speak Welsh at home	52.7%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	
Date of previous Estyn inspection (if applicable)	
Start date of inspection	01/07/2024

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.

Overview

Ysgol Parc y Bont is a homely and inclusive learning community that promotes the well-being of pupils and staff successfully. Most pupils behave very well and treat others with inherent courtesy and respect. Pupils feel safe while learning and playing and enjoy their time at the school.

Most pupils make strong progress in a range of skills from their starting points, particularly in their mathematics and writing skills, and apply them successfully across a wide range of areas of learning. Provision to support the learning skills of pupils with additional learning needs (ALN) is beneficial. As a result, they make good progress over time.

A curriculum is provided by staff which is stimulating, broad and balanced for pupils. The way in which teachers make skilful use of visitors and visits as a prompt at the beginning of themes to spark pupils' imaginations is a notable quality of provision. As a result, pupils are inspired and their attitudes and resilience while learning are sound. Staff have very good knowledge of pupils' needs and consider their ideas when planning learning activities, which ensures that they have ownership of their learning. However, across the school, teachers do not provide enough opportunities for pupils to make independent decisions about how to complete and present their work.

Pupils develop their Welsh language skills with increasing confidence when communicating. Learning experiences are planned by staff which promote local and national history and traditions skilfully. This deepens their understanding of their place in society and the importance of being responsible and conscientious citizens.

The headteacher has a clear and robust vision to foster a 'community that grows and thrives as one'. Governors are active in challenging and supporting staff and they demonstrate a good awareness of their roles and responsibilities. As a result, they have a consistent understanding of the school's strengths and areas for improvement. Staff have a productive working relationship with parents. However, the school's communication methods are not always effective enough and there is no shared understanding between the school and parents about how to raise issues relating to their children's well-being and learning.

Recommendations

- R1 Provide regular opportunities for pupils to make independent choices about how they would like to complete and present their work
- R2 Strengthen communication methods between the school and the home and ensure a shared understanding between the school and parents when raising issues relating to their children's well-being and learning

What happens next

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

Main findings

Learning

On entry, most pupils' basic skills correspond to, or are higher than, what is expected for their age and stage of development. During their time at the school, most pupils make sound progress across a range of skills, particularly in their mathematics and writing skills. Pupils with ALN make good progress in their skills over time.

Most pupils' listening skills develop soundly. From an early age, they listen tolerantly to adults' presentations and to each other and respect the contributions of others well. By the end of Year 2, most talk about their work and experiences confidently and with natural enthusiasm, for example when discussing how to plant a sunflower. As pupils' skills develop, most foster their oral skills successfully in both languages. The oldest pupils respond well to questions, by expressing opinions maturely and using rich vocabulary when presenting views for and against deforestation, for example.

Across the school, many pupils make good progress in their reading skills. The youngest pupils use an appropriate range of phonic methods to read familiar and unfamiliar words correctly. By the end of Year 2, most read with increasing fluency and discuss the content of their books knowledgeably. As their skills develop, many of the oldest pupils read appropriately in various contexts. They vary their tone of voice purposefully and use punctuation correctly to create a mood for the audience. By the time they reach the top of the school, most pupils apply their reading skills skilfully to gather information from different sources in Welsh and English, for example when researching the harmful effects should the sea level rise in Anglesey and globally.

Most pupils develop their writing skills successfully as they move through the school. They show particular pride in their handwriting and the neat presentation of their work. From an early age, the youngest pupils show infectious enthusiasm for writing when experimenting with mark-making, by forming letters and simple words correctly. By the end of Year 2, they write in a good range of purposeful contexts for different audiences, which includes writing a newspaper report about the history of the voyage of the *Mimosa*. The oldest pupils use and apply their writing skills in both languages in a variety of genres effectively. Most improve their work purposefully to refine and present pieces of high-quality work, for example when writing a formal letter to the First Minister encouraging him to update and include new attractions on the list of the 'Seven Wonders of Wales'.

Most pupils across the school make very strong progress in their mathematics skills. From an early age, they develop a good understanding of number, size and shape.

The youngest pupils have a good knowledge of the characteristics and properties of 2D and 3D shapes and use them creatively, for example to create interesting dinosaurs. By the end of Year 2, they apply their data-handling skills purposefully, for example when presenting the results of a tasting survey of the farm animals' favourite cake in the form of a pictogram in a methodical way. Most pupils in Years 3 and 4 build successfully on their mathematics skills and add and subtract fractions and double and halve three-digit numbers correctly. By the time they reach the top of the school, most pupils have a sound understanding of a good variety of mathematical concepts and apply them extremely effectively across the areas of learning.

Across the school, most pupils make effective progress in fostering their digital skills in various contexts. For example, the youngest pupils use a tablet computer and a drawing app confidently to create a detailed self-portrait. Most Year 1 and 2 pupils foster their early coding skills purposefully, for example when instructing a programmable mouse to travel around a course carefully to reach a piece of cheese. At the top of the school, the oldest pupils develop websites skilfully to advertise their initiatives to build playgrounds that are accessible and inclusive for children.

As pupils move through the school, the creative skills of most develop soundly. As part of their theme work on '*Y Byd Mawr Crwn*' ('The Big Round World'), Year 1 and 2 pupils experiment masterfully with different materials and styles while emulating the work of a famous Japanese artist. In the school's older years, pupils develop impressive pieces of artwork. For example, they create a distinctive mural of the River Menai, which is displayed in a local café for the island's residents to appreciate.

Most pupils' physical skills develop consistently. The youngest pupils foster their balancing skills when controlling bicycles confidently around a path and when climbing carefully on the equipment in the outdoor learning area. As they mature, the oldest pupils participate successfully in a purposeful range of physical activities, for example when developing their folk dancing skills enthusiastically.

Well-being and attitudes to learning

Nearly all pupils feel safe and happy within the school's familial, supportive and inclusive environment. They are proud that they are respected and well supported by staff and that their contribution to school life is valued greatly. From an early age, pupils express their feelings regularly and, almost without exception, they know whom to approach for advice if anything is worrying them as they are confident that staff will respond immediately to any worries they may have. As a result, most pupils' emotional well-being is sound which, in turn, supports them to apply themselves purposefully to their learning. This deepens their sense of belonging to the school and this feeling is conveyed passionately as they sing the school anthem.

Most pupils' behaviour is very good. They understand and respond effectively to the school's arrangements to encourage positive behaviour and show maturity when looking after each other. Most pupils greet each other, staff and visitors politely and respectfully and are very willing to discuss their learning and aspects of school life with visitors. They are eager to attend school and enjoy the wide variety of learning experiences provided for them, which contribute positively to pupils' good attendance rates.

Across the school, most pupils demonstrate positive attitudes to learning. They enjoy and apply themselves to their tasks promptly and with excitement and enthusiasm. For example, Year 3 and 4 pupils foster their thinking and problem-solving skills successfully while working together diligently to develop a new toothpaste brand for the 'Gwên Gwych' company. As a result, they engage effectively with new experiences and ideas.

Most pupils show an inherent interest in their learning sessions and make purposeful choices about what they learn as part of the termly themes. This engages and motivates them to learn successfully. Most pupils in Years 1 and 2 are enthusiastic when fostering their skills in stimulating activities in the classroom and the outdoor learning areas. They take turns sensibly and work together effectively when completing tasks, for example when persevering diligently together to create a large scarecrow for the agricultural show.

Most pupils respond positively to oral feedback from teachers and assistants as they undertake their learning activities. They show a willingness to respond to comments given to them both orally and in writing to improve their initial efforts.

Most pupils are aware of the importance of making healthy choices and keeping fit, for example by eating a variety of fruit from the fruit shop on a daily basis. Across the school, they respond positively to opportunities to take part in a range of physical activities during learning sessions, break times and by attending numerous clubs and extra-curricular activities. This has a positive effect on their well-being and fitness.

Nearly all pupils are aware of the importance of staying safe online and understand the importance of not sharing passwords and any other digital information with others. This is reinforced successfully through regular visits from the local police officer, who provides beneficial sessions to support specific themes and as pupils design a poster to promote the importance of online safety.

Many pupils undertake responsibilities conscientiously, for example by taking action regularly as members of the school councils and understanding that they represent the views of other pupils in the school community. The eco council works diligently in the community, for example to keep it tidy. As part of the 'Môr a Mynydd' ('Seas and Mountains') theme work, pupils in the foundation learning classes pick litter on Moel y Don beach to protect biodiversity along the River Menai. As a result, these experiences contribute positively to their development as principled and responsible young citizens who treat their community and local area with care and respect.

Nearly all pupils are proud of their contribution to fundraising activities for purposeful humanitarian causes, for example by raising money to help the residents of Ukraine. This has a strong effect on most pupils' awareness of the needs of others in their community and the wider world and contributes well to their moral development.

Teaching and learning experiences

Staff work together successfully to provide a rich, stimulating and broad curriculum. Learning experiences are provided that ensure progression and development in pupils' skills across the areas of learning. This, in turn, supports them to nurture and apply their skills in a range of interesting contexts successfully.

An excellent feature of provision is the way in which staff encourage pupils to contribute ideas at the beginning and throughout their themes and then use them skilfully when planning interesting experiences for them. For example, at the end of their '*Elen Benfelen*' ('Goldilocks') theme, the youngest pupils decide to plan a picnic with their favourite teddies. This sparks most pupils' imagination and their engagement in their learning skilfully.

Staff prepare stimulating and interesting activities that support pupils to apply their skills across the areas of learning. For example, when supporting pupils to apply their numeracy skills, teachers provide valuable opportunities to support the oldest pupils to work together successfully when experimenting with electromagnetism to see what the connection is between the number of turns on a wire and the total number of paper clips that are picked up.

Teachers plan valuable opportunities to support pupils' learning about their 'cynefin', or local area, and about national and international history and traditions. For example, the oldest pupils visit Bryn Celli Ddu, which is a prominent feature on the school badge. As a result, pupils show an inherent interest and pride in their village and the wider community. Staff provide beneficial learning experiences for pupils that reflect the cultural nature of Wales. Through their research into the history of the famous singer, Shirley Bassey, the oldest pupils foster empathy and compassion towards individuals who experience injustice in ethnic minority communities successfully.

An excellent feature of provision is the way in which staff use prompts at the beginning of themes. By inviting various visitors to the school, they enrich and foster pupils' understanding of specific areas of learning. For example, a local energy company visits the oldest pupils to discuss the advantages of producing renewable energy on Anglesey. The youngest pupils also question a local vet purposefully about her work caring for animals. These experiences contribute successfully to inspiring pupils in their learning, for example by raising their aspirations for careers and the world of work.

Foundation learning staff have a sound knowledge of the principles. A clear emphasis is placed on fostering independence and developing pupils' skills by providing practical and stimulating experiences that are delivered in a rich learning environment. For example, the youngest pupils apply their speaking and money-handling skills in real-life situations effectively when role-playing buying fruit and vegetables in the farm shop. As a result, most pupils are enthusiastic when undertaking their learning activities and play together happily.

One of the school's strongest qualities is the warm working relationship between staff and pupils. Staff treat pupils with kindness, equality and consideration and this creates an inclusive and happy environment that motivates children to learn and work together effectively. All staff manage pupils' behaviour masterfully and this has a positive effect on pupils' well-being and learning.

Staff model language skilfully and have high expectations for pupils' standards of oracy and that they make full use of the Welsh language in all aspects of their play and learning. The school's strong Welsh ethos, along with provision, encourages

pupils to use the Welsh language purposefully in all aspects of school life which, in turn, develops them into confident bilingual learners.

Teachers ensure that learning sessions run smoothly and use a balance of effective techniques, which include pair and group activities. This develops pupils' linguistic and social skills valuably. They set clear objectives at the beginning of sessions and use learning objectives purposefully to ensure that pupils understand the requirements of tasks. Overall, across the school, teachers make too much use of worksheets in learning activities.

Teachers use a range of methods and various resources to encourage pupils to learn successfully. They use a variety of questioning methods skilfully to extend pupils' understanding, for example when discussing the features of creating an effective advertisement to convey a powerful message of peace with the oldest pupils. Staff provide pupils with meaningful feedback which enables them to know how well they are achieving and the support they need to improve specific pieces of work. Regular opportunities are provided for pupils to reflect on their work during and at the end of their themes, and to identify and act on what to do and how to do it in order to move their learning forward. However, teachers do not always provide regular enough opportunities for pupils to make independent choices about how to complete and present their work.

Staff evaluate and assess the progress and development of individuals and specific groups purposefully. They identify those who are underachieving and those who are more able at an early stage and adapt provision as necessary. Staff provide parents with purposeful annual reports on pupils' progress and achievements and give purposeful guidance on how they can support their children at home.

Care, support and guidance

The school is a caring and inclusive learning community that values the contribution of all pupils. Staff place a strong emphasis on knowing the child as a complete individual, which means that staff respond conscientiously to their various needs. Staff place a strong emphasis on promoting positive behaviour and nurturing pupils' respect for each other successfully. This is highlighted in the very good behaviour and innate courtesy of most pupils across the school.

Staff use a wide range of relevant well-being approaches to ensure that pupils are ready to learn. During daily registration sessions, staff provide a daily resource for pupils to identify their emotional well-being. Valuable emotional and social well-being support programmes are also provided in 'Yr Hafan' to enable pupils to engage positively with their learning.

The school has an inclusive ethos and appropriate progress-tracking systems to support pupils with ALN. Individual needs are identified at an early stage and a variety of support programmes, including emotional well-being, literacy and numeracy, meet the needs of ALN pupils effectively. Across the school, pupils are supported purposefully by an active team of staff who monitor their progress appropriately. As a result, they have a good understanding of the progress of pupils with ALN. The ALN co-ordinator holds monitoring sessions with staff, pupils and parents and identifies progress and plans the next steps for their well-being and

learning. Staff work well with a number of specialist agencies to promote and support pupils with specific linguistic and physical needs. As a result, pupils with ALN make good progress in their skills over time.

Staff provide appropriate collective worship sessions and opportunities for pupils to reflect on manners and how to take care of each other in an inclusive society. Opportunities for pupils to develop robust values and explore beliefs are beneficial; for example, Year 1 and 2 pupils create an animation telling the story of the Nativity and research the traditions of the Diwali festival. Across the school, staff take advantage of purposeful opportunities to invite visitors, including parents, to talk to pupils about their lives, their religions and their heritage.

Staff promote pupils' understanding of their identity, heritage and Welsh culture successfully. They enrich pupils' learning by providing learning experiences about places of local significance, such as the history of the Marquess of Anglesey's Column and visiting the home of the poet Hedd Wyn at Yr Ysgwrn. This deepens pupils' understanding of their local area's innate nature compared with living in other parts of Wales and beyond.

Regular physical education sessions and a wide range of extra-curricular sports provide valuable opportunities for pupils to enjoy the benefits of exercise. For example, staff provide valuable opportunities for pupils to play wheelchair basketball, which makes a valuable contribution to the school's inclusive ethos.

The school provides a good range of groups which ensure that pupils contribute purposefully to important aspects of the school's life and work. The school council enriches provision in the outdoor learning area by spending a specific budget while investing wisely in ordering balance bikes for the youngest pupils and a variety of play equipment to encourage the oldest pupils to play together happily during break and lunchtimes. This contributes successfully to nurturing pupils' physical skills, in addition to maintaining robust standards of behaviour across the school.

Appropriate opportunities are provided for pupils to perform and develop their imagination through the expressive, creative and physical arts, for example by competing in the school and local eisteddfodau and taking part in cluster sports days. This develops pupils' self-confidence and co-operation skills skilfully.

The school has effective arrangements to promote punctuality and regular attendance among pupils, including daily monitoring, regular communication with parents and follow-up work supported by the welfare officer. As a result, pupils' attendance rates are consistently good. The school has a strong culture of safeguarding and robust systems contribute firmly to ensuring that pupils are safe at school. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management

The headteacher has a clear vision which is based on robust co-operation between all of the school's stakeholders to provide the best opportunities for all pupils. He realises the school motto successfully, namely 'a community that grows and thrives

as one', and fosters values that motivate pupils to be confident and healthy learners who take pride in their inclusive, homely and Welsh learning community.

The headteacher has high expectations of himself, staff and pupils. This encourages pupils to develop positive attitudes to learning and do their best. As a result, standards of behaviour are very good across the school. This is an excellent feature of the school.

A strong sense of family has been established within the school and the headteacher places the well-being of pupils and staff at the heart of all of his work. An enthusiastic team of teachers and assistants work together effectively to ensure rich provision in a local and Welsh context. As part of the '*Yn yr ardd*' ('In the garden') theme, a local gardener shares his expertise and experience with Year 1 and 2 pupils to support them to improve their gardening skills, for example. Having interesting prompts such as this at the beginning of themes engages pupils' enthusiasm, interest and engagement in their learning skilfully.

A clear focus is placed on addressing national and local priorities, such as reducing the impact of poverty on pupils' educational attainment, implementing Curriculum for Wales and improving the development of pupils' literacy, numeracy and digital skills. Leaders prioritise developing pupils' Welsh oracy skills, for example by inviting a local musician to work with pupils to compose a catchy anthem for the school.

Leaders have detailed and effective self-evaluation arrangements. Regular staff evaluations create a clear picture of the school's strengths and areas for improvement and contribute firmly to producing improvement priorities. Improvement plans give purposeful attention to national priorities and leaders have a track record of implementing regular changes and improvements. For example, they have recently ensured that pupils have made good progress in nurturing their numeracy reasoning skills across the areas of learning and experience.

The governing body operates effectively and provides support and challenge, as appropriate. Members have good knowledge of provision and the effect of the school's procedures on pupils' well-being and progress. They share responsibilities successfully, hold regular discussions with leaders of the different areas of the curriculum and conduct appropriate learning walks to evaluate provision for fostering pupils' emotional well-being, for example. They receive and respond to useful information and presentations from the headteacher about the school's work. They work purposefully with staff and pupils to ensure that the school has appropriate arrangements to promote healthy eating and drinking. Leaders and staff promote a culture of safeguarding robustly and, as a result, pupils feel safe at school.

Leaders monitor the budget carefully. They ensure that decisions on expenditure focus sensibly on the school's priorities for improvement. Leaders have recently invested in a purposeful digital reading resources which contributes positively to fostering pupils' skills and enjoyment of reading. Leaders use the pupil development grant, including contributions from and parent-teacher association, wisely to support residential visits and implement specific support programmes across the school which support the development of pupils' well-being and literacy and numeracy skills appropriately.

On the whole, leaders have a productive relationship with parents. They share relevant information about the school's life and work appropriately, for example by e-mail, app and on the school's social media. However, at times, messages are not communicated with parents in a clear or timely enough manner.

Staff provide regular opportunities for the local community to celebrate the school's activities. As part of the arrangements for celebrating the end of themes, parents visit impressive exhibitions which have been organised by the oldest pupils, which raise their awareness of the causes and effects of global warming successfully, for example. Overall, there is no shared understanding between the school and parents of how to raise issues that may affect their children's well-being and learning.

Leaders ensure that robust learning opportunities are available to staff to support their professional learning, which links successfully to the school's improvement priorities. They monitor the effect of these activities on provision and teaching methods regularly. Leaders identify the school's best practice and provide opportunities for members of staff to visit each other's classes, which prompts purposeful professional dialogue. Staff also work with other schools to share and develop professional practice, particularly in literacy.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents 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

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:

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