



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

A report on

**Ysgol Gymuned Rhosybol
Rhosybol
Amlwch
LL68 9AP**

Date of inspection: March 2018

by

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

About Ysgol Gymuned Rhosybol

Ysgol Gymuned Rhosybol is situated in the village of Rhosybol, approximately two miles from Amlwch in Anglesey, and it serves the village and the surrounding rural area. Welsh is the main medium of the school's life and work, and English is introduced to pupils in key stage 2. There are 67 pupils between 3 and 11 years old on roll, including eight part-time nursery age pupils.

The average percentage of pupils who have been eligible for free school meals over the last three years is 19%, which is the same as the national percentage. Around 79% of pupils speak Welsh at home. The school has identified around 16% of its pupils as having additional learning needs, which is lower than the national percentage (21%). Very few have a statement of special educational needs.

The headteacher was appointed to the post in September 2015, and the school was last inspected in October 2011.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The headteacher's innovative and robust leadership sets a clear strategic direction for developing the school. She has very high expectations, and a vision that is based on providing education of the highest possible quality in order to ensure that all pupils are happy and attain to the best of their ability. The staff work together highly effectively as a team and are supported very well by the governors. As a result, nearly all pupils, including those with additional learning needs, make very sound progress and achieve well. They perform at outcomes and levels that at least correspond to what is expected, and a majority progress beyond this. Nearly all pupils' behaviour and self-discipline are excellent. Pupils are extremely polite, considerate and relate to each other highly effectively. These are excellent features of the school's work. The effect of the high standard of education is evident in the pupils' excellent achievements and wellbeing. Highly interesting learning activities address the needs of pupils of all abilities and are an excellent feature. This engages their interest well, develops their skills and curiosity towards learning skilfully, and strengthens their commitment to their work very successfully.

Inspection area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Excellent
Care, support and guidance	Excellent
Leadership and management	Excellent

Recommendations

R1 Plan purposeful and regular opportunities to enable pupils in key stage 2 to develop their online interaction and co-operation skills further

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to creative education in key stage 2, based on the new curriculum for Wales, to be disseminated on Estyn's website.

Main findings

Standards: Excellent

On entry to the school, most pupils' basic skills are appropriate for their age. During their time at the school, nearly all pupils, including those with additional learning needs, make very sound progress, achieve well and work independently. They perform at outcomes and levels that at least correspond to what is expected, and a majority progress beyond this.

Nearly all pupils' speaking and listening skills are very robust. They listen attentively and very maturely to adults and each other, and respond very confidently to instructions and questions. In the foundation phase, most speak maturely and use a wide range of polished vocabulary in a variety of situations from an early age. They explain clearly what they are doing in tasks, for example when explaining how they balance each other when using the seesaw. Nearly all pupils in key stage 2 communicate extremely maturely in Welsh and English, and express their ideas, opinions and feelings effectively and clearly in extended sentences. During their time at the school, most attain a high standard of bilingualism and move highly effectively from one language to the other without any difficulty.

Nearly all pupils' reading skills are developing very successfully. By the end of the foundation phase, most read familiar and unfamiliar words fluently and correctly. Many are beginning to read with appropriate expression and meaning. Most pupils in key stage 2 read intelligently and maturely in both languages and respond well to fictional and factual books. They make very good use of their skills to gather relevant information from books and various texts, and from websites, to enrich their work across the curriculum, for example when finding facts about the Royal Charter disaster and the history of Hedd Wyn.

One of the school's obvious strengths is the way in which many pupils in the foundation phase and key stage 2 write independently to a very high standard for different purposes and in a wide range of subjects and contexts. In the foundation phase, they write interesting pieces with increasing accuracy, such as instructions on how to make a healthy kebab, and dialogue following a conversation with fire brigade officers. In key stage 2, nearly all write complex sentences, develop their ideas sensibly and show a sound grasp of form and progression in Welsh and English. Most express an opinion effectively and identify their reasons independently on issues that are important to them, for example when discussing whether more money should be invested in the national parks. Nearly all pupils across the school present their work very neatly.

Most pupils in the foundation phase show excellent progress in their mathematical skills. They use and apply their skills effectively across the areas of learning, for example when calculating the amount of money that is needed to buy bread. Most gather information in the form of a table appropriately and present the data correctly in the form of a graph. In key stage 2, nearly all pupils have a sound understanding of mathematical concepts and facts. By the end of the stage, most develop relevant numerical strategies to solve problems and present their results systematically. More able pupils complete very challenging tasks of a high standard, for example to

measure the area of complex shapes or calculate Pi. Most apply their numeracy skills very skilfully across the curriculum.

Many pupils use information and communication technology (ICT) confidently and independently for different purposes. In the foundation phase, for example, they use software purposefully to create an interesting pamphlet about Parys Mountain. Many are able to use coding to solve number problems and a QR code to display their creative work effectively. In key stage 2, nearly all pupils use software skilfully to present their work. They handle data effectively to create various graphs, and older pupils collect data in the form of a spreadsheet effectively. Most are able to discuss the importance of staying safe on the internet, and they are beginning to show an understanding of the advantages and disadvantages of using digital resources. Considering that pupils' ICT skills are so well developed, they do not use them regularly enough interactively or communicate confidently enough online.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils show obvious pride in their school. High attendance rates reflect the fact that pupils like being there. They behave very responsibly and respectfully and show excellent levels of self-discipline in lessons and at other times around the school. Nearly all pupils take very mature responsibility for their own learning, and choose tasks with an appropriate level of challenge sensibly from a range that teachers provide for the class. This is an obvious strength and has a positive effect on pupils' enthusiasm and perseverance. Most show high levels of confidence and maturity while working.

Pupils feel safe at the school and know whom to approach when they need support. They are aware of the dangers of researching on the internet, the importance of taking care on the road, and the need to make healthy choices when eating and drinking. They are energetic and always keen to take part in physical activities to promote their fitness.

Pupils communicate particularly well with visitors and adults. They are extremely polite, considerate and relate very well to each other. This is an excellent feature of the school. Nearly all pupils give careful consideration to their friends' needs, for example when helping them during lunch time and at other times, such as play time.

The pupil's voice is a strong element of the school's work, and the work of the council has an excellent influence on its day-to-day life. Members of the council have produced a booklet, 'Paid â Phoeni' (Don't Worry), which has a positive effect on pupils' personal and social development. They meet with governors regularly and express their opinions clearly to improve all pupils' wellbeing and safety, in the community as well as in school. They have campaigned successfully and have been promised a zebra crossing outside the school to facilitate their safety while walking to and from school. The eco council has interesting ideas to develop their peers' understanding and awareness of sustainability, for example by monitoring and keeping a record of the energy that it used by the school. This reflects their understanding of sustainability issues very well.

Pupils' effort to raise money for charities and raise the school community's awareness of causes far beyond the area conveys their mature and praiseworthy

awareness of others' needs. This has recently led to a campaign across Anglesey to collect clothing for refugees from Syria. Collecting clothing for the survivors of Grenfell Tower is another example of this exceptional work. This encourages pupils to develop as active citizens who are willing to lead on important elements of life, both within and outside their local community, in the future.

Teaching and learning experiences: Excellent

High standards of teaching are very evident in pupils' excellent achievements and wellbeing. The agreed system of planning learning activities that stretch pupils of all abilities is an excellent feature. Work is based on themes, and interesting and imaginative learning experiences, which are based on the pupils' own ideas. This engages their interest well, develops their skills and curiosity towards learning skilfully and strengthens their commitment to their work. The stimulating project that develops the principles of creative education, in which the school is taking part, is a notable example of this. These activities provide effective and interesting opportunities for pupils to use their ICT skills in various contexts. However, opportunities for them to develop their online interaction and co-operation skills in key stage 2 are limited.

In most lessons where teaching is particularly effective, the pace of lessons is a strong feature, and teachers use a polished range of methods to develop pupils' skills. In these classes, teachers have very high expectations of each child, and the quality of their presentations and questions are challenging and very purposeful. This ensures that nearly all pupils apply themselves fully to their tasks with motivation, concentrate for extended periods and work independently. There is an enthusiastic learning atmosphere and an active relationship in all classes. Teachers and assistants work highly effectively as a team and take advantage of all opportunities to enrich pupils' language, which contributes successfully to their rich oral skills.

Assessment for learning strategies have been established firmly throughout the school. Pupils are given constructive oral and written feedback in order for them to understand what they need to do to improve the standard of their work. Increasing opportunities are provided for pupils to plan jointly with teachers, reflect on their own learning and that of their peers, and contribute effectively to the process of setting targets to improve their work. This element is one of the school's strengths and contributes successfully towards pupils' progress and achievement.

In the foundation phase, staff nurture pupils' independence and develop their skills effectively by providing them with stimulating and interesting experiences. They have a sound understanding of the principles of this phase, and they stimulate pupils to discover and learn independently from the outset. Key stage 2 teachers build well on this firm foundation by encouraging pupils to apply their skills to challenging tasks. Valuable opportunities are provided to develop pupils' literacy and numeracy skills across the curriculum. The principles of 'Successful Futures' have already been implemented in key stage 2, and tasks and challenges of a very high standard are provided for pupils. This contributes particularly effectively to developing their independent learning skills. One notable example that conveys this effective provision is the task that was given to pupils to design an 'ideal world'.

The school has a natural Welsh ethos, and all staff create an extremely positive atmosphere that promotes this successfully, and engages pupils' enthusiasm towards the Welsh language. Provision for the Welsh dimension is exciting and imaginative. Experiences are reinforced effectively by providing regular opportunities for pupils to compete in eisteddfodau, and take part in historical visits such as to Llanberis slate museum and Swtan cottage in Church Bay. This raises pupils' awareness of their local area and increases their interest in the traditions, culture and history of the local area and Wales successfully.

Teachers provide rich opportunities for pupils to perform in the school and the local community. These opportunities develop pupils' creative skills very well. They include sports and musical activities, which have led to excellent success for pupils in eisteddfodau and other competitions.

Care, support and guidance: Excellent

The excellent quality of care, support and guidance that is given by the school's staff has a very positive effect on pupils' standards and wellbeing. Pupils' spiritual, moral, social and cultural development is promoted very successfully, and the strong focus of all staff on promoting high expectations and values encourages pupils to take responsibility for their actions maturely. Staff organise valuable experiences for pupils to reflect in collective worship sessions, which are often based on stories from the Bible, where they are able to appreciate and celebrate the differences between themselves and their peers. As a result, pupils have a sound understanding of religious and moral issues, and issues that are occurring in the wider world. Pupils are given very beneficial opportunities to express their views through various councils. Their views are given serious consideration by leaders, which has a positive effect on their confidence and nurtures a sense of pride and responsibility for others.

The staff know the pupils and their families well and have a sound and effective relationship with them. Staff share information about the school's activities with parents very regularly through social media and curriculum and wellbeing meetings. This enables parents to support their children successfully.

The school has successful procedures to track its pupils' progress and monitor their wellbeing, and staff update these regularly. They use the information that derives from this highly effectively to plan the next steps for pupils and provide very useful intervention for those who need additional support. These procedures are very successful and show that nearly all pupils make excellent progress over time.

Provision for pupils with additional learning needs is excellent. The school makes very effective use of the outcomes of formal assessments and teachers' assessments to identify pupils' needs at an early stage, and highly successful support programmes are provided for them. Assistants work very effectively under the teachers' guidance to implement a wide range of intervention programmes of a high standard. This enables these pupils to make sound and consistent progress. A particular feature of the school's work is the staff's commitment to ensuring that pupils make enough progress so that they do not need to continue to receive interventions for extended periods. Similarly, the school has a highly effective support programme for vulnerable pupils. This programme contributes very well to raising these pupils' self-confidence and developing their social skills.

The school has appropriate arrangements for eating and drinking healthily, and its arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Excellent

The headteacher's innovative and robust leadership sets a clear strategic direction for developing the school. She has very high expectations, and a vision that is based on providing education of the highest possible quality to ensure that all pupils achieve to the best of their ability. The headteacher conveys this vision very successfully to staff, pupils, parents and governors. As a result, everyone has a clear understanding of their responsibilities and very high expectations of themselves, each other and of pupils' standards of achievement and wellbeing.

A particular feature of the school's leadership is the way in which responsibilities are distributed highly effectively among the staff. This is a core part of its strategy and is an effective means of developing staff, promoting successful co-operation and sharing good practice. As a result, there are clear communication procedures between all members of staff. They work together highly effectively as a team and meet regularly to monitor and evaluate progress against the school's priorities. All members of staff have a strong commitment to developing and promoting continuous and sustainable improvements by participating in the rigorous performance management arrangements, which include challenging and suitable targets. A good example of this includes the effective way in which the school enriches provision for more able pupils and encourages them to select a challenge at an appropriate level for themselves. This has led specifically to high standards in the higher than expected outcomes and levels.

The headteacher and teachers visit other schools regularly and work very effectively with other teachers on aspects such as the 'Curriculum for Wales' and on developing the principles of creative education. This has a significant effect on the professional development of staff, both within and outside the school. The success of this is reflected clearly in the robust way in which pupils apply their skills across the curriculum and take responsibility for their own learning.

Governors support the school very well. They have a sound understanding of the school's strengths and areas that need to be developed further. The school's rigorous monitoring system ensures that they are knowledgeable about its performance. Their practice of visiting classes helps them to form a clear judgement about standards of work and pupils' attainment, and enables them to challenge and question staff about the school's performance.

The school has continuous and rigorous self-evaluation procedures that focus clearly on pupils' outcomes. They are at the heart of the school's life and work and promote an honest vision to raise standards and ensure pupils' wellbeing successfully. The procedure enables the school to identify, monitor and evaluate its performance very effectively. These procedures are based on information from a wide range of first-hand evidence, which includes the views of staff, governors and parents on the school's life and arrangements. The school has a sound commitment to including pupils in all of its decisions, which includes their views on the content of their termly work, in addition to overall procedures for the school's day-to-day work.

The priorities in the school improvement plan link clearly with the outcomes from the self-evaluation report, and focus clearly on raising pupils' standards and wellbeing, and improving provision. The school's ability to plan to ensure improvement is excellent. Progress in pupils' attainment from their starting points is robust evidence of this.

Leaders use resources efficiently to enrich the curriculum and raise pupils' standards in all areas. For example, they use the pupil development grant prudently to raise the standards of the very few pupils who are eligible to receive it. Clear progress can be seen in these pupils' reading and writing skills. Expenditure links appropriately with the priorities in the improvement plan, and funding is monitored carefully in order to ensure its best use and to provide high quality education.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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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Publication date: 17/05/2018