



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

**A report on**

**Ysgol Llanfairpwllgwyngyll  
Ffordd Caergybi  
Llanfairpwllgwyngyll  
Anglesey  
LL61 5TX**

**Date of inspection: June 2018**

**by**

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

## About Ysgol Llanfairpwllgwyngyll

Ysgol Llanfairpwll is situated in the town of Llanfairpwllgwyngyll on Anglesey. Welsh is the main medium of the school's life and work. There are 355 pupils between 3 and 11 years old on roll, including 39 part-time nursery pupils.

A little over 3% of pupils are eligible for free school meals. This is significantly lower than the national percentage of 19%. Seventy-one per cent of pupils speak Welsh at home and very few are from ethnic minority backgrounds. The school has identified that slightly over 14% of pupils have additional learning needs, but very few have a statement of special educational needs. The percentage with additional learning needs is lower than the national average of 21%.

The headteacher was appointed to the post in September 2013 and the school was last inspected in November 2010.

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

Ysgol Llanfairpwllgwyngyll is an extremely caring and successful community, in which most pupils achieve very well and make excellent progress. The headteacher and management team share their vision for an active and happy school with governors, who fulfil their role highly effectively. An excellent feature of the school's work is the way in which pupils use the Welsh language wholly naturally and spontaneously in different contexts, while working and during break times. Pupils' literacy, numeracy and information and communication technology (ICT) skills are extremely sound, and they use them confidently and very effectively in various contexts across the curriculum. Teachers and staff plan thoroughly and highly effectively. Planning to develop pupils' independence is innovative and very successful. As a result, nearly all pupils are confident independent learners. The school gives particular attention to developing the whole child, by celebrating individuals' achievements and each pupil's confidence to achieve to the best of their ability.

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

## **Recommendations**

R1 Disseminate best practice in teaching across the school

## **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 the successful way in which teachers plan to develop pupils' independence, to be disseminated on Estyn's website.

## Main findings

### Standards: Excellent

On entry to the school, many pupils' Welsh literacy and numeracy skills correspond to that expected for their age. Most pupils, including those with additional learning needs or those who are eligible for free school meals, make excellent progress. Most achieve very well in line with their age and ability.

Nearly all pupils have excellent oracy skills. Pupils in the early years listen carefully and express a mature opinion, for example when discussing characters in the story 'Handa's Surprise'. Pupils at the top of the foundation phase speak enthusiastically in a wide range of contexts. Across key stage 2, nearly all pupils speak with a very good level of accuracy, express an opinion and ask questions very maturely. For example, when discussing the legend of Branwen and Bendigeidfran in Years 3 and 4, pupils make suggestions and draw conclusions about the characters. A strong and consistent feature of the school's work is the way in which pupils use polished language naturally and spontaneously.

Most pupils' reading skills across the school are developing very well. Most develop early reading skills at an early stage and gain confidence while enjoying rich activities. They have sound phonic skills when reading unfamiliar words. By the end of the foundation phase, most are skilful readers. They read easily and vary their tone of voice and characterise effectively. Across key stage 2, most are fluent readers in both Welsh and English. They consider the effect of their reading on the listener and discuss their books highly skilfully and express an opinion very maturely. They gather information from various sources skilfully to enrich their work.

Most pupils in the foundation phase write highly effectively. From the outset, they record letters, phrases and simple words and develop confidence quickly. For example, they enjoyed writing an original letter to put in a bottle as part of their theme work on pirates. By the end of the foundation phase, most develop as creative and skilful writers. They punctuate and spell correctly and enrich their work by making very effective use of adjectives, for example when writing a portrayal of the character 'Stickman'.

Across key stage 2, most pupils write very maturely in a wide range of contexts. Most structure their work correctly in Welsh and English, and show a sound grasp of syntax and punctuation. Most write for various purposes highly effectively. By the top of key stage 2, many create creative, imaginative pieces and use effects and similes successfully to enrich their work. Many of the most able pupils are mature and highly creative writers. They produce work of a very high standard, for example when writing a pilot's autobiography as part of their theme work on the Second World War.

Across the foundation phase, most pupils have a very firm grasp of number facts, shape and data, and they use these skills confidently when solving problems. Most apply their skills successfully in a rich range of contexts, for example when using scales to investigate and compare the mass of different fruit in the nursery class. They enjoy being challenged and work independently, and they show a high level of perseverance.

In key stage 2, most pupils' numeracy skills are developing very well. Most apply their skills successfully in a range of contexts. For example, they use detailed co-ordinates to find specific places on a map of Anglesey in Years 3 and 4. Most pupils in Years 5 and 6 understand the relationship between fractions, decimals and percentages, and use their knowledge when solving problems. They respond maturely to open-ended challenges and independent tasks within 'yr awr athrylith' (the genius hour), where they are given extended opportunities to make decisions and use their skills creatively.

Most pupils' information and communication technology skills in the foundation phase are good. They use a wide range of equipment and software confidently, for example when controlling a robot and when using various programs to reinforce their literacy. They record and evaluate their work maturely by using a tablet computer successfully.

Most pupils in key stage 2 use a very good range of equipment and software confidently to support their work in different contexts; for example, they create an animation as part of their work on the 'under the sea' theme. Most pupils gather information from different sources skilfully, and use information successfully to enrich their work.

### **Wellbeing and attitudes to learning: Excellent**

Nearly all pupils behave very well in lessons and during break time. They are extremely polite and respectful towards their peers, staff and visitors. This is typical of the constructive and supportive relationship that exists across the school community. Most pupils work together very effectively, and older pupils and "ffrindiau ffeind" (kind friends) show exceptional care for their younger peers on the playground and when moving around the school. Nearly all pupils feel safe and confident that the school responds promptly to any concerns they may have.

Nearly all pupils are proud of their Welsh culture and Welshness. Most speak polished Welsh completely naturally with their peers and understand the advantage of being fully bilingual in their everyday lives. Through a rich range of curricular and extra-curricular activities, they participate fully in local and wider culture.

Nearly all pupils understand the importance of making sensible choices about eating and drinking healthily. The youngest pupils differentiate confidently between healthy foods and things that are not as healthy for them, and how different foods affect the body. Older pupils understand that regular exercise has a positive effect on their fitness, health and physical wellbeing. Nearly all pupils attend swimming lessons and take part in extra-curricular clubs and sports clubs regularly. This has a very positive effect on their health and their personal and social skills.

Most pupils have a sound understanding of their leadership roles within the school. Members of the class councils, school council, eco council and Welsh language charter committee fulfil their roles skilfully and make a prominent contribution to school life. For example, the school council plays a prominent part in the school's self-evaluation procedures and discusses, refines and orders the priorities in the development plan. As a result, pupils have a sound awareness of the importance of their contribution to the school's development and they appreciate the opportunity to

do so. By forging regular and valuable relationships with members of the local community, nearly all pupils have a very good awareness of other people's needs. This enables them to realise that not everyone is as fortunate as they are. They contribute extensively to a wide range of events, concerts and social activities. For example, they visit homes for the elderly regularly to meet and entertain residents, and sing carols while lighting the Christmas tree.

Most pupils have very positive attitudes towards learning. They develop as enthusiastic, independent learners and respond very well to the caring and inclusive ethos that is an integral and highly effective part of the school's life. Across the school, nearly all pupils take regular advantage of opportunities to voice an opinion about what they learn. They are always willing to learn and show an exceptional level of independence. They are enthusiastic in lessons and work diligently for extended periods when completing their activities.

Nearly all pupils work particularly effectively with their peers in groups and pairs, and show a high level of maturity and respect towards other people's views. For example, in the foundation phase, many pupils contribute successfully to subsequent learning pathways and express an opinion about the activities that they would like to do in the learning areas. Most pupils in key stage 2 choose imaginative learning pathways in order to complete extended tasks. They choose targets independently and challenge their own learning in order to set a clear learning direction. As a result, many produce work of a very high quality, and make excellent progress. From an early age, most pupils develop a sound understanding of what they need to do to improve their work, for example by discussing success criteria and when evaluating their personal targets independently.

Most pupils are aware of the importance of attending school regularly and punctually. Over time, most pupils have responded very well to the school's internal targets and take pride in receiving praise for high attendance.

### **Teaching and learning experiences: Excellent**

The curriculum builds systematically on pupils' knowledge, understanding and skills highly effectively. Plans are based on exciting themes that engage nearly all pupils' interest successfully. From the outset, there is an emphasis on planning activities that ensure that pupils develop resilience and perseverance while completing their work.

One of the main strengths of the planning procedures is the way in which they build skilfully on previous work and ensure continuity and progression in pupils' independent learning skills as they move through the school. In the foundation phase, dragon tasks challenge pupils to work independently in the learning areas successfully. In key stage 2, the challenging tasks continue, and pupils gradually take more responsibility for choosing the level of challenge that they would like to complete in their activities. As a result of these highly effective arrangements, most pupils develop to become very confident independent learners.

Planning includes regular opportunities for pupils to choose the way in which they would like to learn and decide the best way of recording their work. As a result, most pupils apply themselves fully to their learning and take pride in their success.

Plans build skilfully on providing opportunities for pupils to guide their own learning. In the foundation phase, lesson plans ensure that pupils understand the success criteria of tasks clearly.

In key stage 2, plans develop very successfully on this understanding. They include stimulating units of work that provide very valuable opportunities for pupils to set their own success criteria and evaluate their work. By the end of the stage, most pupils guide their own learning independently and highly successfully, and decide on the learning steps that are necessary to complete tasks. At the end of the unit, they evaluate their work skilfully and measure their success thoroughly against the criteria. The effectiveness of these arrangements is innovative, creative and very successful.

The school provides very valuable learning experiences for pupils. For example, at the top of the school, teachers provide an hour a week for pupils to work independently on a project that is of interest to them. They choose the theme, collect resources, gather information and present their work in a form of their choice. These arrangements engage pupils' interest exceptionally successfully and ensure that the finished work is of very good quality. Good examples of pupils' work include writing guides on playing the piano through the medium of Welsh, a story for six-year-old children and a book to promote swimming in order to stay healthy.

The school promotes the Welsh language and Welshness very effectively. For example, it encourages pupils to learn about the history of their local area through visits to Penrhyn Castle and Bryn Celli Ddu. It organises for pupils to study the work of Welsh artists and authors and compete in eisteddfodau regularly.

Planning to develop pupils' literacy, numeracy and ICT skills is effective and very comprehensive. This includes rich opportunities for pupils to apply their skills through interesting activities across the subjects of the curriculum and areas of learning. Planning to develop pupils' creativity is a particular strength and, as a result, the quality of the artwork around the school is excellent.

The quality of teaching is consistently good and, in the best practice, is energetic and ignites nearly all pupils' imagination. All adults are highly skilful language models. They encourage pupils to use correct language patterns and to expand their vocabulary successfully. As a result, most pupils speak confidently and use polished language. Most teachers use various skilful questioning techniques to extend pupils' understanding. They provide them with very effective oral and written feedback, which highlights the next steps in their learning very successfully.

### **Care, support and guidance: Excellent**

The school is an extremely caring and friendly community that promotes the importance of good behaviour successfully. Teachers and assistants ensure that pupils with emotional needs, health needs or social difficulties receive very effective support. This helps pupils to engage well with their learning. A particular example of where this is successful is the intervention sessions that focus on pupils' emotional development and raising their self-confidence. These activities enable pupils to talk about their feelings in small, supportive groups. As a result, they gain confidence in themselves and understand the importance of sharing concerns. Staff know the pupils and their families exceptionally well and have a very positive relationship with them.

The school has very effective arrangements to promote healthy eating and drinking, and staff encourage pupils to take part regularly in the extra-curricular clubs that are provided for them. As a result, nearly all pupils understand the importance of a healthy lifestyle and influence their peers highly successfully by encouraging them to make sensible choices.

By implementing circle time sessions and wellbeing interventions for specific groups, the school operates a valuable personal and social education programme. This aspect is given regular and thorough attention across the curriculum. Visits to the chapel and opportunities for pupils to perform in concerts in the local area and beyond promote their social and cultural development very effectively. Morning assemblies and circle time sessions also promote pupils' spiritual and moral development very well. The school promotes pupils' awareness of different cultures very effectively by using specific texts from different countries, and through exciting e-links. A notable example of this is the links that have been developed with a school in Canada. The school also responds imaginatively to pupils who have links with different countries or cultures. As a result, pupils celebrate differences and respect diversity very maturely.

Provision for pupils with additional learning needs is consistent and very thorough. Teachers use an effective range of detailed procedures to identify pupils who need additional support with literacy, numeracy and wellbeing. Individual education plans for these pupils are detailed and identify measurable development steps. As a result, staff provide very successful intervention programmes to ensure that these pupils make sound progress in their learning. Learning assistants are used successfully across the school to provide educational support for individual pupils and implement a range of intervention programmes for them. This support is implemented deftly and skilfully. By doing so, pupils are included fully in all of the school's learning and extra-curricular activities and make very good progress against their targets.

The school's successful procedures enable teachers to identify all pupils' needs at a very early stage and to provide for them effectively. Regular and detailed use of progress-tracking systems ensures that staff target groups of pupils thoroughly in order to move forward to the next steps in their learning. These procedures weave skilfully into the way in which the school promotes pupils' independence. As a result, nearly all pupils make very strong progress over time.

Provision to develop pupils' creative skills is very effective. The school provides valuable opportunities to develop imaginative experiences for pupils through art and music workshops, and supports them to compete successfully in eisteddfodau. Staff also organise rich and varied opportunities for pupils to visit residential centres and represent the school in sports activities, and they experience success regularly at a regional level. As a result, most pupils take pride in their success and progress and are proud of their efforts. This contributes very positively towards preparing pupils to become confident, independent and mature future citizens.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

## **Leadership and management: Excellent**

The headteacher's leadership is innovative and robust and ensures that the school has a strong and consistent culture of raising standards. He has a passionate and clear vision to develop the school, which is shared enthusiastically with all members of staff and governors. His high expectations derive from clear educational values and ambitious objectives for all pupils. The headteacher promotes staff's professional development as leaders, both inside and outside the school, very successfully. Members of staff lead on specific areas across the local authority, such as promoting the digital competence framework and management issues. This provides opportunities for them to share and develop professional learning practices, which has a very positive effect on pupils' progress and wellbeing, in addition to their attitudes towards learning.

Members of the senior management team work exceptionally effectively. They are very enthusiastic and support the headteacher excellently. They are committed to promoting effective teaching that is based on stimulating and challenging learning experiences. They encourage and nurture a positive and caring ethos of co-operation, based on pastoral support and guidance for all members of staff, in addition to pupils. This feature is one of the school's particular strengths. Senior leaders work very successfully with teachers to improve aspects of the school's work, particularly when developing the curriculum by delivering exciting experiences for pupils, and ensuring continuity in their skills development through highly effective teamwork. Support staff are an integral part of this team and contribute successfully towards improving pupils' standards and wellbeing.

The school has robust performance management arrangements, and the successful training opportunities that derive from them meet staff's professional needs rigorously. Nearly all members of staff benefit from taking part in a wide range of professional learning activities that meet the school's priorities and their personal aspirations effectively. The headteacher is particularly successful in identifying individuals' specialisms and strengths and, as a result, distributes responsibilities very purposefully. Members of staff appreciate his trust in them to develop areas of learning, raise pupils' standards and provide provision of the highest standard.

A strong feature of the school's work is the way in which the headteacher has developed the role of the governing body to ensure that its members have a sound understanding of the school's performance and procedures through the innovative work of the sub-panels. A very effective example of this is the challenging and rigorous way in which the governors monitor the priorities in the school development plan. Members of the governing body are an enthusiastic group who provide constructive support to the leadership team and share valuable, professional expertise in specific areas of the school's work. Their strategic input into the self-evaluation procedures is highly effective.

The school has a strong culture of continuous self-evaluation, which focuses clearly on pupils' outcomes. The process is very rigorous and successful in terms of enabling leaders to monitor and evaluate the school's performance effectively. This ensures a successful climate of targeting and challenging pupils to achieve to the best of their ability and make achievable improvements. Senior leaders use a wide range of data effectively to evaluate pupils' achievements and progress. They

encourage pupils and parents to express their views continuously. For example, they have expanded the role of the school council to identify the order of importance of the priorities in the school development plan. This has a very positive effect on pupils, who appreciate that the headteacher and staff consider and include their opinions in strategic documents.

The school's comprehensive development plan focuses directly on the outcomes of the self-evaluation process, and includes details about the main priorities clearly. The document includes detailed plans and actions. Leaders distribute responsibilities very effectively to evaluate the effectiveness of provision through a structured programme of monitoring and reviewing activities.

The school has a good range of resources and leaders ensure skilful use of the budget to improve provision continuously. Expenditure is managed and monitored prudently, and links directly to the priorities in the school development plan. The school is successful in terms of ensuring significant additional funding through a variety of arrangements and plans that have a strong effect on standards and pupils' creative development. For example, the contribution of the parent-teacher association towards developing a particular part of the outdoor area has provided stimulating experiences for foundation phase pupils. The school makes effective use of the pupil development grant to improve standards of literacy and numeracy, in addition to providing essential assistance to support pupils' emotional wellbeing. This has been a very successful development at the school. Nearly all pupils who are targeted make very good progress.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

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