



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

**A report on**

**Ysgol Gynradd Llangoed**

**Llangoed  
Beaumaris  
LL58 8SA**

**Date of inspection: June 2023**

**by**

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

**This report is also available in Welsh**

## About Ysgol Gynradd Llangoed

Name of provider	Ysgol Gynradd Llangoed
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	91
Pupils of statutory school age	61
Number in nursery classes (if applicable)	12
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 23.0%)</i>	16.9%
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 16.1%)</i>	39.5%
Percentage of statutory school age pupils who speak Welsh at home	8.79%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	02/09/2019
Date of previous Estyn inspection (if applicable)	12/01/2015
Start date of inspection	05/06/2023

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](http://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 Llangoed is a happy and inclusive school that prioritises the well-being of pupils and staff well. The school's homely ethos supports nearly all pupils to behave well and treat others with respect and care. Most pupils are very proud of their school and apply themselves fully to learning and play experiences. They have an interest in their learning and, as a result, most make sound progress during their time at the school.

Leaders share a clear vision to provide a well-rounded education based on supporting pupils' well-being and working together for the future. The headteacher has created a caring and supportive environment that ensures a strong sense of teamwork. This ensures that everyone understands the school's priorities and work together supportively. However, the school's self-evaluation processes are not incisive enough to influence teaching and learning effectively enough.

Staff have an effective working relationship with pupils and support their Welsh language skills successfully. Overall, staff question and support pupils to deepen their understanding and develop their skills successfully. However, teachers have a tendency to over-direct learning, which hinders pupils' ability to guide their own learning. Learning experiences also do not provide enough opportunities for pupils to apply their knowledge, understanding and numeracy skills consistently enough across the curriculum.

## Recommendations

- R1 Respond to the health and safety concerns relating to the school site
- R2 Refine self-evaluation processes to ensure improvements in teaching and learning
- R3 Ensure purposeful opportunities for pupils to develop and apply their numeracy skills across the curriculum
- R4 Provide opportunities for pupils to take more responsibility for their learning and develop to become independent learners

## What happens next

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

## Main findings

### Learning

On entry to the school, most pupils have skills that are similar to what is expected for their stage of development, except their spoken Welsh skills, which are lower than expected. During their time at the school, most pupils, including those with additional learning needs and those who are eligible for free school meals, make sound progress.

Across the school, a majority of pupils develop their listening and speaking skills effectively. The youngest pupils follow staff's instructions purposefully and use an increasing range of vocabulary in their play and learning. By the end of Year 2, most listen carefully to each other when working together and converse naturally and confidently when discussing their learning experiences, for example when explaining familiar locations on a map of Wales. As pupils move through the school, a majority develop their oral skills effectively in both languages. By Year 6, a majority of pupils communicate effectively in formal situations, for example when describing the attributes of witches in the past and present. However, in less formal situations, most pupils have a tendency to turn to English when communicating with each other.

Most pupils' reading skills develop well. Most of the youngest pupils develop early reading skills soundly and begin to recognise the form and sound of letters with increasing confidence. They use phonic methods appropriately to identify simple and familiar words correctly. By Year 2, most pupils read maturely and with ease. They follow multi-step instructions successfully, for example when following simple instructions to make star biscuits. As pupils move through the school, they build firmly on their reading skills and develop a good range of techniques to become fluent and effective readers. By Year 6, many pupils read a range of appropriate texts in both languages and apply their reading skills, including digital texts, effectively, for example when reading and comprehending information about the planets to create a fact file.

Most pupils' writing skills develop well. Many of the youngest pupils begin to practise their early writing skills successfully in different media and by beginning to experiment and make marks and simple words with chalk and paint. By the end of Year 2, most write appropriately for different purposes using simple sentences and adjectives, for example when creating 'zigzag' books about the world and beyond. By Years 3 and 4, most pupils develop these skills further by selecting appropriate words to create effect, for example when writing the diary of an astronaut on their journey to the planets. At the top of the school, a majority of pupils write with a higher level of accuracy in English and write interesting extended stories, for example a fictional scientific story about an alien from another planet. Welsh writing skills are developing appropriately, for example when writing the diary of Black Bart and his adventures at sea.

From an early age, most pupils' mathematics skills develop well. The youngest pupils acquire sound basic skills, for example by adding and subtracting numbers to 20 and identifying the smallest or largest number in a series. By Year 2, most pupils handle data confidently, for example when creating a block graph to show how many pupils

like honey. As pupils move through the school, they have a suitable understanding of mathematical features, including addition, subtraction, multiplication and division. They collect, present and interpret information intelligently in the form of line graphs, tables and spreadsheets. However, across the school, pupils do not apply or stretch their numeracy skills purposefully enough across the curriculum.

Most pupils' information and communication technology (ICT) skills develop exceptionally well as they move through the school. They combine their skills and understanding of different apps and computer programs with increasing confidence to enrich their work. The youngest pupils' skills develop well, for example when using an app to record a voiceover explaining the properties of shapes. By Year 2, most are able to use an animation program confidently to create a presentation about the changes in moon phases over a month. By the top of the school, most pupils use a range of digital programs creatively across the curriculum, for example by using a green screen to create and present a video to re-tell the tale of Black Bart. This also has a positive effect on the development of the Welsh language.

Most pupils' physical skills develop well. The youngest pupils practise their skills regularly, for example by using balance bridges confidently. Pupils in the middle and at the top of the school develop purposeful physical skills. For example, they take part in a variety of lessons that promote their health and well-being, such as yoga sessions and swimming lessons.

Across the school, many pupils' creative skills develop soundly, with valuable opportunities for them to create artwork and music, in addition to performing for different audiences, for example when pupils entertain residents in the local old people's home.

### **Well-being and attitudes to learning**

Most pupils enjoy attending school and feel happy within its inclusive and caring ethos. They are polite, friendly and treat their peers, staff and visitors with respect and care. A majority of pupils converse maturely and enjoy sharing their experiences with adults. Nearly all pupils know whom to approach if anything is worrying them and are confident that staff respond appropriately to any concerns. Nearly all pupils have a good understanding of how to stay safe online by taking part in regular ICT activities; for example, they know not to share their passwords.

The school's caring ethos contributes well to supporting pupils' well-being and most discuss the importance of healthy eating and drinking confidently and take part in regular exercise. They take pride in the opportunities they are given to improve their fitness in physical education lessons and fitness activities in the forest. This has a positive effect on pupils' physical skills and well-being.

Most pupils are well behaved during lessons and while playing games and socialising during break time. They listen attentively to adults and demonstrate positive attitudes to learning. Most pupils value and respect the contributions of their peers and respond maturely and sensibly in group discussions, for example when creating an animation to re-tell the story of Cantre'r Gwaelod. Most pupils concentrate well and engage conscientiously in lessons. They respond well to questioning and oral and

written feedback from teachers and begin to develop a suitable understanding of how to improve their work.

Across the school, most pupils suggest ideas to be included in their themes and plan purposeful learning activities jointly with their teachers. They appreciate that teachers listen to their views in the classrooms and include their ideas when planning. Most pupils show an interest and enjoyment when pursuing different learning pathways.

Through their awareness of the values that are promoted by the school, most pupils have a good understanding of the importance of ethical and Welsh citizenship.

Nearly all pupils understand the importance of supporting others in society and are keen to represent the school in community activities. This contributes robustly to the sense of belonging that pupils have towards the school and their local community.

Members of the school council take their role seriously and are beginning to make a valuable contribution to ideas to improve the school, for example when considering what new equipment to introduce during playtimes to ensure fairness for all. This makes a valuable contribution towards pupils' sense of importance and the effect of their ideas on the life of the school.

### **Teaching and learning experiences**

Staff have an excellent working relationship with pupils, which fosters a supportive and inclusive environment successfully. They manage pupils' behaviour skilfully, which has a positive effect on pupils' attitudes to learning. Teachers and assistants work together successfully to support pupils. They communicate with pupils by using correct Welsh which, in turn, enriches pupils' language effectively.

On the whole, teachers are beginning to adapt their planning appropriately to consider the four purposes and the areas of learning and experience, in line with the Curriculum for Wales. The wider principles of the curriculum are developing appropriately by nurturing pupils to be ambitious, enterprising learners and to persevere with their activities. Teachers plan effectively to develop pupils' reading, oral, ICT and writing skills. A good example of this is the school's oldest pupils describing chemical reactions to create a potion as part of their work on the Llanddona Witches. However, plans to develop pupils' numeracy skills are not consistent enough across the curriculum. This hinders pupils' ability to use their mathematics skills for different purposes.

Teachers maintain a good pace to their lessons with a range of stimulating activities. They use various questioning techniques effectively to check pupils' understanding. They set clear learning objectives and use a range of purposeful resources to engage pupils' interest, for example by providing a range of recycling waste for pupils to create a spaceship. Teachers and assistants provide pupils with constructive feedback and support so that they understand how to improve their work, particularly verbally. Teachers are enthusiastic and hold pupils' interest effectively. As a result, pupils become completely engrossed in their learning and make sound progress in their skills.

Overall, teachers are beginning to give pupils suitable opportunities to influence what they learn, for example by including pupils' input when planning interesting tasks

relating to space. However, teachers have a tendency to over-direct learning, which hinders pupils' ability to guide their own learning and develop to become independent learners.

Both indoors and outdoors, the attractive learning areas are used purposefully to encourage pupils to work productively and enrich their experiences. Staff succeed in making the classrooms stimulating and engaging spaces. The interactive and colourful displays in the classrooms support learning appropriately. For example, by introducing a 'working wall', pupils are able to learn from each other's previous mistakes to improve the standard of their work.

The school's strong Welsh ethos, along with provision, encourage pupils to make appropriate use of the Welsh language. As a result, they develop as competent bilingual learners. Staff work together enthusiastically and passionately to immerse pupils in the Welsh language. They model language successfully, show enthusiasm towards the language and convey high expectations for pupils' oral standards. This enables most pupils to make good progress in acquiring the language and using it in formal situations.

### **Care, support and guidance**

The school promotes values based on the principles of the Curriculum for Wales appropriately. This forms the basis of a caring community where all pupils can develop and thrive. The headteacher and teachers have a thorough interest in, and knowledge of, the needs of all pupils. They place a strong emphasis on offering provision that meets the individual needs of pupils to develop them as well-rounded learners.

Staff prioritise pupils' well-being and are willing to discuss any concerns they may have. As a result, nearly all pupils have faith that they can trust staff to resolve any concerns quickly. The school has a good co-operative relationship with parents and they value the care and guidance their children receive from the staff. This contributes robustly to the homely feeling that exists at the school.

Leaders have effective systems to monitor and track pupils' progress. By doing so, staff have a good awareness of pupils' well-being and learning needs. The school has robust arrangements to support pupils with additional learning needs, including useful one-page profiles and individual development plans. They provide a purposeful range of support programmes that help pupils to make sound progress in developing their literacy and numeracy skills, in addition to supporting their well-being. For example, staff provide an effective support programme for pupils to speed up their time calculating multiplication sums. The school works effectively in partnership with parents and external agencies, for example with the autism team to support provision for pupils. As a result of planning provision successfully, pupils receive support that meets their needs beneficially.

Staff nurture and develop pupils' moral and spiritual understanding effectively, for example by considering human rights and women's rights during the World Cup in Qatar. The school develops appropriate opportunities for pupils to share ideas to improve aspects of the school, for example by improving arrangements for playtime. Members of the school councils organise purposeful activities to support local

charities, for example by contributing items for the local food bank. This contributes well towards laying firm foundations for pupils to develop moral attitudes that would lead to them becoming conscientious citizens of the future. However, there are few opportunities for the councils to have an appropriate influence on the life and work of the school.

In promoting pupils' cultural development, teachers provide a variety of valuable experiences and appropriate opportunities for them to celebrate their Welsh heritage and culture. For example, pupils take part in St David's Day celebrations in Menai Bridge and compete in the Urdd Eisteddfod. As a result, pupils develop to become enterprising and confident citizens who are beginning to take pride in their Welshness.

The school's arrangements for promoting regular attendance are sound. The headteacher monitors attendance rigorously and works effectively with parents and external agencies to achieve this.

The school has robust procedures for promoting healthy eating and drinking. As a result, most pupils talk confidently about healthy eating habits and understand the importance of a balanced diet. The school's arrangements for safeguarding are appropriate and are not a cause for concern. However, inspectors brought a matter relating to the health and safety of the site to the attention of the school's leaders during the inspection.

## **Leadership and management**

The headteacher has created a caring and inclusive environment that ensures a strong sense of teamwork among the staff and a warm commitment to pupils' well-being. This caring environment enriches the school's vision to 'Open the door to the future' successfully. As a result, most pupils show high levels of engagement and make sound progress from their starting points.

The headteacher encourages beneficial behaviour and values, which supports pupils successfully in their life and work both inside and outside the school. The headteacher and staff know the school community well and work together successfully to develop an effective team of teachers and assistants. This is reflected successfully by the positive attitudes of most pupils to the school's life and work. Nearly all are well-behaved and show respect and maturity when interacting with peers, staff and visitors.

The school's leaders foster a productive relationship with families and the school's wider community to improve every pupil's opportunities in life. For example, a number of support agencies are invited to the community fair to raise families' awareness of the different support that is available to them. The school has effective lines of communication with families so that it can raise any issues that may affect their child's learning and well-being.

There are suitable performance management procedures in place for staff. They have purposeful improvement targets based on the priorities in the school development plan and ones that are personal to their individual development needs. Staff are given regular opportunities to attend training that meets their professional

development needs. They work closely with staff from local schools to share expertise and ideas, for example by working together effectively to share apps and computer programs to raise standards and develop pupils' ICT skills. Staff have recently attended appropriate training that has deepened their understanding and developed their planning skills for the Curriculum for Wales successfully.

The headteacher has developed appropriate procedures for monitoring and evaluating the quality of the school's work, which leads to purposeful improvements. For example, scrutiny of pupil questionnaires has led to improving provision for personal and social education. As a result, this has strengthened pupils' behaviour across the school. However, monitoring activities are not incisive enough and do not always focus sharply enough on evaluating the effect the school's actions have on improving teaching and learning. As a result, at times, self-evaluation processes sometimes miss strengths within the school and areas for improvement, such as the need to plan opportunities for pupils to develop as independent learners.

Members of the governing body are very supportive of the school and fulfil their responsibilities conscientiously. They take advantage of opportunities to promote eating and drinking healthily, for example by encouraging pupils to drink water and eat fruit during the day. By receiving reports from the headteacher each term, they have a consistent understanding of the school's day-to-day arrangements, such as how the school addresses pupils with poor attendance. Although members of the governing body have a suitable understanding of the school's strengths, they do not challenge leaders sufficiently to gain information about areas for improvement that relate to teaching and learning.

The school has a sensible expenditure plan, which ensures that it has enough resources to meet pupils' needs appropriately. Leaders monitor the budget carefully and ensure sensible expenditure that aligns with important needs. They make good use of different grants that have been allocated to the school, for example by using the pupil development grant to provide interventions for pupils who need further support with their learning.

## 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:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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