



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

**A report on**  
**Ysgol Gynradd Rhosneigr**

**Rhosneigr**  
**Anglesey**  
**LL64 5XA**

**Date of inspection: February 2024**

**by**

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

**This inspection was undertaken as part of pilot inspection arrangements. As a result, this report may be slightly different in format to other published reports for providers in the sector.**

**This report is also available in Welsh.**

## About Ysgol Gynradd Rhosneigr

Name of provider	Ysgol Gynradd Rhosneigr
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
Religious character	N/A
Number of pupils on roll	85
Pupils of statutory school age	71
Number in nursery classes	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>	18.7%
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>	9.9%
Percentage of statutory school age pupils who speak Welsh at home	31%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2015
Date of previous Estyn inspection (if applicable)	10/11/2015
Start date of inspection	20/02/2024

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](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.

## Summary

The headteacher's robust leadership, along with the school's conscientious staff, foster pupils' well-being, care and support effectively. They know their pupils well and have a sound understanding of the school's strengths and areas for improvement. The homely and inclusive feel support pupils to embrace positive attitudes to learning. Teachers and assistants support pupils' well-being and learning effectively.

Staff interact supportively with pupils, which creates a productive learning environment. Nearly all pupils behave well during their activities, while learning independently and when playing with their friends during break times.

Teachers work diligently to ensure that most activities engage pupils' interest and provide them with useful feedback and support, where relevant. However, learning activities do not always respond to needs and challenge all pupils. Staff link pupils' learning with valuable community partnerships highly successfully.

Across the school, most pupils demonstrate progress in terms of developing their skills, including their mathematics and digital skills. Most pupils' English skills develop effectively. However, their Welsh oracy and reading skills do not develop to the same standard. Most pupils respond positively to instructions from adults and each other's contributions in learning sessions.

The headteacher and staff have a positive relationship and effective communication systems with parents, including the parents of pupils with additional learning needs (ALN). As a result, parents have the confidence to raise any issues that may affect their children's well-being and learning. For example, parents value beneficial opportunities to attend mornings to celebrate their children's work in the '*Boreau Balch*' sessions.

## Recommendations

We have made 2 recommendations to help the school continue to improve:

- R1 Develop pupils' Welsh oracy and reading skills
- R2 Provide purposeful learning activities that respond to pupils' needs and challenge them effectively

## What happens next

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

## Main findings

Ysgol Rhosneigr is a successful learning community that celebrates the effort and progress of all pupils effectively. The headteacher, with the valuable support of the governing body, provides clear and wise leadership and respects the efforts of everyone who contributes to pupils' well-rounded education. They have a clear vision based on ensuring that the school is one close-knit and friendly family. The caring ethos nurtures pupils to develop as valuable and responsible members of the school community and the local area.

Purposeful and engaging learning areas contribute effectively to developing pupils' early communication, social and interaction skills. Leaders have invested significantly in the stimulating outdoor areas for all pupils, which include a range of attractive and purposeful equipment to support them in developing their well-being and learning skills.

Staff provide a purposeful curriculum which covers the areas of learning and experience appropriately. They consider the comments of pupils and their parents purposefully when planning learning activities that engage pupils' interest and ownership of the termly themes. Linking pupils' learning to valuable community partnerships is a strength across the school.

### Cameo – Valuable community links

All pupils were given an opportunity to be part of the theme 'Sustainability in our village'. The aim of the learning activities was to raise awareness and deepen pupils' understanding of the importance of sustainability in the local area and beyond. The theme has developed pupils' science and technology skills highly successfully by conducting authentic research and learning about people's impact on the environment.

The oldest pupils have responded to a questionnaire for local residents and businesses in Rhosneigr, which includes answering questions about the environment and their lives in the local area. Information was also gathered about the challenges that residents in the village face in an area that attracts many tourists.

An excellent feature of the research is the productive influence of the area's partnerships, which include members of the community councils and the authority and the nearby Sea Zoo. This work has strengthened pupils' commitment and enthusiasm towards their learning, provided purposeful opportunities for them to develop their basic skills and deepened their understanding of environmental science. This prepares them to be informed citizens who are proud to live in the Rhosneigr area.

The supportive working relationship between pupils and staff is a strength. Staff have good knowledge of pupils' social and educational needs and support them in developing positive attitudes to learning. Assistants support pupils' well-being and learning effectively. However, learning activities do not always respond to needs and challenge all pupils. As a result, a few pupils do not make the expected progress or higher during learning sessions.

Nearly all pupils behave well during their activities, while working independently and while playing with their friends during break times. Across the school, most develop a range of skills well. They listen attentively to instructions from adults and each other's contributions. Most pupils' English oracy and reading skills develop effectively. However, their Welsh oracy and reading skills do not develop to the same standard.

Most of the youngest pupils develop basic writing skills quickly. For example, pupils in the reception class write a simple invitation to their family members to attend a Chinese New Year celebration. As they move through the school, many pupils develop a sound understanding of the features of different genres of writing. However, pupils' Welsh writing skills do not develop to the same standard as their English writing skills.

The calculation skills of many of the youngest pupils develop well; for example, pupils in the nursery class count different objects up to 5 correctly. By Year 2, pupils gather, record and analyse data on suitable charts to show litter that has been found on the beach. Most of the oldest pupils' number skills develop well. They have a sound grasp of number work, which enables them to handle complex fractions confidently and use decimals correctly.

From an early age, most pupils apply their digital skills in a range of creative contexts to support their wider learning. Many pupils in Years 3 to 6 use their digital skills confidently to support independent research and write, edit, re-draft and present their findings effectively.

Teachers use a range of purposeful teaching methods that support pupils to identify their strengths and areas for improvement in their learning. Many pupils respond positively to the oral feedback they receive from staff.

Staff provide purposeful and achievable support for pupils with ALN that supports their educational, emotional and social needs clearly. The additional learning needs co-ordinator (ALNCo) fulfils their role rigorously to identify pupils' well-being and educational needs. The school communicates effectively with parents about ALN provision and pupils are a core part of the arrangements. As a result, pupils receive support that meets their needs purposefully.

Staff support pupils to develop their spiritual and moral awareness purposefully. For example, in mass assemblies, rich opportunities are provided for pupils to reflect on important ethical issues, including showing kindness and respecting the rights of others in society. Most pupils develop a clear understanding of the essential values that contribute to their development as well-rounded and responsible citizens, including treating others with kindness and respect. The way in which the oldest pupils support and care for the youngest pupils during break times reflects this effectively.

Teachers provide suitable opportunities for pupils to develop their knowledge and understanding of the lives of influential black people, including Martin Luther King and Jesse Owens. The school provides a wide range of opportunities for pupils to deepen their understanding of making healthy life choices and provides various opportunities for them to develop their physical and creative skills through fun and engaging activities.

Pupils have a sound understanding of safeguarding procedures, which includes using the internet. They are aware of the importance of attending school regularly and punctually, which contributes effectively to maintaining and increasing attendance rates.

Pupils benefit from opportunities to develop their leadership skills through a range of roles and their work on 'pupil voice' councils. As a result, they are confident when explaining how their work makes a difference to the life of the school and the wider community. For example, members of the 'Crew Cymraeg' speak enthusiastically about their work, which promotes the use of the Welsh language in businesses in Rhosneigr successfully.

Staff provide a range of accessible outdoor activities for all pupils, for example when using the stimulating outdoor areas creatively. Every opportunity is also taken for pupils to learn and develop their skills in the local area. The oldest pupils also benefit socially from attending a residential course at an Urdd camp. Pupils' learning experiences are enriched by going on exciting visits and by having beneficial opportunities to work with visitors. For example, the oldest pupils visit the local energy centre to enrich their understanding of environmental issues. An opportunity was also seized for pupils to compose and perform a contemporary song with a Welsh music star. As a result, through various activities, many pupils show an innate interest in their learning.

Governors support and challenge staff effectively. They discuss the school's work meaningfully with the headteacher and staff who have specific responsibilities, which contributes appropriately to producing improvement priorities. Leaders have suitable procedures for gathering evidence, which enables them to identify what is working well and what needs to be improved. However, methods of improving pupils' Welsh oracy and reading skills have not had a positive enough effect on pupils' progress. They use grants suitably to ensure effective support for pupils with emotional and social needs.

Beneficial professional learning opportunities are organised for all staff. These opportunities link with aspects that need to be improved within the school and with the development needs and interests of individuals. A good example of this is the opportunities for teachers to work with other local schools and regional specialists to develop science and technology learning activities.

The headteacher and staff have a productive relationship and effective communication systems with parents. As a result, parents have the confidence to raise any issues that may affect their children's well-being and learning. Parents appreciate valuable opportunities to attend mornings to celebrate their children's work in the '*Boreau Balch*' sessions.

## **Statutory compliance**

### **Safeguarding arrangements**

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

### **Healthy eating and drinking**

The school has appropriate arrangements to promote healthy eating and drinking.

### **School funding**

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

### **Health and safety issues (site safety)**

No concerns.

## 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



## Appendix 1: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## 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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**This document has been translated by Trosol (Welsh to English).**