



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

**A report on**

**Ysgol Gynradd Llanbedrgoch  
Llanbedrgoch  
Anglesey  
LL76 8SX**

**Date of inspection: January 2018**

**by**

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

## About Ysgol Gynradd Llanbedrgoch

Ysgol Gynradd Llanbedrgoch is situated in the village of Llanbedrgoch near the east coast of Anglesey. Welsh is the main medium of the school's life and work. There are 27 pupils between four and eleven years old on roll, including one nursery age pupil. They are divided into two mixed-age classes.

Approximately 3% of pupils are eligible for free school meals. This is significantly lower than the national percentage of 19%. Approximately 81% of pupils speak Welsh at home. Very few are from ethnic minority backgrounds. The school has identified 31% of its pupils as having additional learning needs, which is higher than the national percentage of 21%. Very few have a statement of special educational needs.

The headteacher was appointed to the post in September 2014. The school was last inspected in November 2012.

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

Most pupils build well on their previous learning experiences and make sound progress during their time at the school. Nearly all pupils' behaviour is excellent. They are polite and show a very positive attitude towards their work.

The quality of teaching is consistently good and there is an effective working relationship between pupils and staff. Staff show a strong commitment to ensuring continuous improvement and pupils benefit from imaginative learning experiences.

The headteacher provides very effective leadership and sets a clear strategic direction that is based on raising standards and ensuring pupils' wellbeing. Respect and an ethos of close co-operation are evident between members of staff. Governors have a detailed understanding of the school's strengths and areas for improvement. They use their knowledge purposefully to challenge the school and hold it to account for its performance.

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

## **Recommendations**

- R1 Provide regular opportunities for pupils in the foundation phase to develop their numeracy skills across the areas of learning
- R2 Ensure regular opportunities for pupils in key stage 2 to develop their information and communication technology (ICT) skills to handle data across the curriculum
- R3 Improve the standard of presentation and handwriting across the school

## **What happens next**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

### Standards: Good

On entry to the school, most pupils' basic skills correspond to what is expected for their age. Most, including those with additional learning needs, build well on their previous learning experiences and make sound progress during their time at the school. Although Welsh is a new language for a minority, the oral skills of pupils from non-Welsh-speaking homes develop at a very early stage.

Nearly all pupils make good progress in speaking and listening skills. From an early age, they listen attentively to adults and each other in learning sessions and talk confidently about their work. For example, older pupils in the foundation phase explain maturely what they can do to free a wolf that had been trapped in a block of ice. Most pupils in key stage 2 communicate clearly and confidently in both languages and reach a good standard of bilingualism. When preparing for a competition in the Urdd Eisteddfod, for example, the recitation group present the recitation piece, 'Llau Pennau', skilfully and with obvious enjoyment.

In the foundation phase, many pupils enjoy reading and make good progress each year. They use an increasing range of phonic strategies confidently to build unfamiliar words. By the end of the phase, they discuss the content of their books enthusiastically and refer appropriately to specific events and characters. Most pupils in key stage 2 make sound progress in their reading in Welsh and English. They use their skills appropriately when gathering information in their theme work, for example when researching the history of Grace Darling.

In the foundation phase, most pupils write an increasing range of simple sentences, and spell correctly and punctuate purposefully. By the end of the phase, they use varied vocabulary and language proficiently to write interesting extended pieces, including a portrayal of a bat, and factual work about the life of an elephant, which includes a description of its life and habitat.

Many pupils in key stage 2 write intelligently for different purposes in Welsh and English, and show a sound awareness of different forms of writing. By the time they reach the top of the school, they choose interesting vocabulary and spell, punctuate and paragraph correctly. Many write good quality, interesting extended pieces for a variety of purposes and audiences. For example, they present information about Jamaica skilfully and create coherent instructions on how to make apple and blackberry crumble. However, a majority of pupils' handwriting and presentation of work are not always neat.

Most pupils across the school develop a sound awareness of number, shape and measurement. By the end of the foundation phase, many add and subtract correctly by using tens and units, and halve numbers. They present data in the form of an appropriate block graph on how much food animals eat in a week, and interpret the findings intelligently. However, pupils do not develop their numerical reasoning skills across the areas of learning consistently enough.

In key stage 2, most pupils apply their numeracy skills successfully across the curriculum. By Year 6, they solve real-life problems skilfully in their business enterprise work, for example when selling pencils and refreshments to make a profit after considering the cost of the product and the price to be charged.

Many pupils' ICT skills are developing effectively across the school. In the foundation phase, most pupils give a toy simple instructions in order for it to move from one place to another on a square grid. They develop their skills confidently when recalling their work, for example by creating a story or drawing pictures. In key stage 2, most pupils create multimedia presentations successfully in order to present information about electricity. However, they do not develop a wide range of data-handling skills within their work.

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

Nearly all pupils' behaviour while moving around the school during leisure time, morning assemblies and in lessons is excellent. They are very polite when greeting each other, staff and visitors. They are welcoming, polite and treat adults and visitors with respect.

Nearly all pupils understand the importance of eating and drinking healthily, and take part in regular physical exercise activities. They feel safe at school and know who to approach if they have any concerns. Nearly all pupils, in line with their age, understand the importance of staying safe online, and outline the dangers that can arise as a result of unsuitable use of the internet.

Most pupils work confidently and effectively in independent activities, small groups and as a whole class. Nearly all show a positive attitude towards their work, are enthusiastic and willing to support each other effectively in lessons. They treat each other with respect and tolerance, for example by taking turns, allowing others to talk, or by staying calm when their peers disagree with them. By the end of key stage 2, most pupils have a sound understanding of what they need to do to improve their work, and they contribute positively towards supporting and improving each other's learning.

Members of the school council help to promote wider use of the Welsh language, for example by organising break time activities and games. The eco committee is very active in promoting pupils' understanding of the importance of recycling. Following a visit to a local garden centre, they give other pupils clear guidance on how to grow fruit and vegetables in the school's garden.

Many pupils take advantage of the opportunity to develop as conscientious citizens. They raise money for good causes, for example the children's ward at Ysbyty Gwynedd. A majority of pupils participate successfully in extra-curricular activities, such as sports and local and national eisteddfodau.

### **Teaching and learning experiences: Good**

All teachers plan effectively for the foundation phase and the curriculum in key stage 2, and to develop pupils' communication, numeracy and ICT skills through interesting themes. Activities are arranged in line with the current themes, which rotate every

two years. These are detailed and show effective joint planning by all teachers. The principles of the foundation phase are embedded firmly. However, there are few opportunities for pupils in the foundation phase to develop their numeracy skills across the areas of learning, and for key stage 2 pupils to develop their ICT skills to handle data across the curriculum.

All members of staff model the Welsh language well and encourage pupils to use the language during formal and informal activities. As a result, pupils develop as confident bilingual learners. Teachers plan numerous opportunities to develop pupils' understanding of their heritage and modern Welsh culture.

There is a wide range of extra-curricular activities that enrich pupils' learning successfully. A good example is key stage 2 pupils' annual visits to an outdoor centre. Pupils are given valuable opportunities to develop their thinking, creative and problem-solving skills when planning and creating a raft to sail on the river Menai.

The quality of teaching is consistently good across the school and there is an effective working relationship between pupils and staff. All staff show a strong commitment to ensuring continuous improvement. Pupils across the school benefit from imaginative learning experiences that have led to improving their attainment. Teachers plan tasks carefully for the range of age and ability in the classes. Lesson presentations are lively and activities flow well. Teachers explain new concepts in a meaningful and relevant way, and extend learning through interesting practical experiences. Teachers and assistants ask probing questions in order to broaden pupils' understanding and encourage them to use their thinking skills throughout the lesson. Support staff make a significant contribution to the quality of pupils' learning.

Teachers make skilful use of a range of assessment strategies. They provide useful oral feedback during lessons. There are good examples of purposeful written feedback, and teachers' comments often refer to what the pupil can do in order to improve. Pupils are encouraged to take advantage of opportunities to improve their work by responding to teachers' comments. There are appropriate opportunities for pupils to evaluate their own work and that of other pupils. This ensures that pupils, at a very early stage, begin to understand their strengths and what they need to do in order to improve.

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

The school has robust systems for tracking pupils' progress from their starting points. Teachers use this information appropriately in order to identify pupils who need additional support. As a result, they provide beneficial and relevant intervention programmes in order to ensure that these pupils make sound progress in their learning. Individual learning plans for pupils with additional needs are purposeful. Learning assistants are used effectively to support individual pupils in their learning and to implement a range of intervention programmes.

There is a clear focus on developing pupils' personal and social education. This contributes well towards ensuring that pupils learn about the importance of eating healthily and keeping fit, and how to stay safe on the internet. There is a rich culture of respect, equality and fairness, which promotes the school's aims effectively. This is reinforced successfully through purposeful experiences, including charitable

activities, such as raising money for Ysbyty Gwynedd or learning about Chinese traditions in partnership with Bangor University. This nurtures pupils' respect towards other cultures and beliefs, and encourages them to grow into responsible citizens.

In order to enrich its provision, the school has strong and useful partnerships with parents, the community, other schools and external agencies, such as the language therapist and educational psychologist. The relationship between the school and parents is sound. The school operates an open-door policy and communicates effectively with parents in order for them to be aware of important events. For example, staff present an information evening for parents to explain how they can keep their children safe when using the internet. The school grounds are clean and safe. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Collective worship sessions are of a high standard and are often based on stories from the Bible or moral themes, and pupils are given beneficial opportunities to concentrate on aspects such as 'being patient'. The emphasis on developing values is prominent in the school's life.

Creative and imaginative opportunities that are provided through competing in local eisteddfodau succeed in increasing pupils' confidence when performing publicly. The forest school and school garden contribute well towards developing pupils' social skills and their ability to make decisions and solve problems. These have a very positive effect on pupils' confidence and attainment.

### **Leadership and management: Good**

The headteacher provides robust and very effective leadership and, since being appointed, has created a clear strategic direction for the school, which is based on raising standards and pupils' wellbeing. Respect and an ethos of very close co-operation are evident between all members of staff. The headteacher has succeeded in fostering high expectations among staff, governors, parents and pupils. Over recent years, the leadership has ensured consistent progress in the school's improvement journey. For example, work to improve extended writing has had a positive effect on pupils' ability to write purposefully in a wide range of writing forms. The school responds well to local and national priorities. For example, staff are preparing appropriately for the new curriculum, and are planning purposefully to implement the digital competence framework.

Staff are given suitable opportunities to improve their skills and professional knowledge by working with other local schools. As part of this work, they have developed practical activities for the foundation phase, and planned jointly to develop pupils' numeracy skills in key stage 2. This has improved opportunities for pupils to develop their skills across the curriculum.

Governors have a good understanding of the school's work. They acquire useful information through the headteacher's comprehensive reports. They conduct learning walks that focus successfully on specific priorities, such as monitoring pupils' attitudes towards learning and standards of literacy. As a result, governors have the knowledge to be able to challenge and support the school, and contribute towards setting strategic priorities.



Current self-evaluation procedures are rigorous and based on reliable first-hand evidence that derives from activities on the classroom floor. The process includes seeking the views of pupils and parents, and acting directly on any appropriate comments. Evidence from these frequent procedures contributes towards setting appropriate priorities to improve provision and challenge pupils to do their best. Development plans are detailed and include challenging targets, clear accountability and a practical timetable. The headteacher and governors monitor progress carefully and regularly, and present rigorous reviews that identify strengths and shortcomings effectively. This ensures that there is a consistent focus on improvements over time.

The headteacher and governors use resources efficiently to enrich the curriculum and raise pupils' standards in all areas. They link expenditure appropriately with the priorities in the development plan and monitor funding carefully to ensure its best use. They use the pupil development grant prudently to raise the standards of the very few pupils who are eligible for free school meals.

## 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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