



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

A report on

Ysgol Gynradd Kingsland

**Holyhead
Anglesey
LL65 2TH**

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 Kingsland

Name of provider	Ysgol Gynradd Kingsland
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	196
Pupils of statutory school age	142
Number in nursery classes (if applicable)	27
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>	26.6%
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>	28.9%
Percentage of statutory school age pupils who speak Welsh at home	15.8
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	01/01/2017
Date of previous Estyn inspection (if applicable)	01/03/2015
Start date of inspection	19/06/2023

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

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Ysgol Kingsland is a welcoming school with an inclusive, happy and caring ethos where everyone works together tirelessly as part of a purposeful learning community. Pupils play a leading part in the school's life and work. They treat others with commendable respect and courtesy and their behaviour is excellent. The school has a strong ethos of safeguarding and pupils enjoy coming to school and feel safe during their work and play.

Most pupils make appropriate progress in developing their numeracy, English and digital skills from their starting points. Pupils have a tendency to use English as a language for socialising and communicating with their peers and adults at the school. As a result, this hinders the development of their Welsh communication skills.

The school's curriculum provides a good range of stimulating and interesting experiences that reflect the local context effectively. Pupils' views are an important part of the planning process and, as a result, most pupils apply themselves enthusiastically to their learning experiences. Teachers and other staff foster a productive and fond working relationship with pupils based on respect and trust. There is a positive atmosphere in the classes and they are purposeful and lively learning communities. On the whole, staff use an appropriate range of effective teaching techniques. However, feedback from teachers does not always target the next steps in learning effectively enough.

The headteacher has a clear vision for the school, which is based on prioritising the well-being of all pupils and ensuring that they receive the best learning experiences possible. This vision is shared successfully with the school community. The headteacher is supported by the dedicated staff and they have an appropriate understanding of the school's strengths and areas for development. The governors support the school with enthusiasm and pride and have a good awareness of their roles and responsibilities. They provide leaders and staff with appropriate support.

Recommendations

R1 Improve pupils' use of spoken Welsh

R2 Ensure that teachers' feedback helps pupils to improve their work effectively

What happens next

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

Main findings

Learning

At the beginning of their time at the school, many pupils' literacy and communication skills are lower than expected for their age. Very few pupils are able to speak Welsh on entry to the school. During their time at the school, most make appropriate progress in the development of their skills from their starting points.

Across the school, most pupils listen attentively to their peers and adults. They treat the contributions of others with commendable respect and respond politely by using suitable language and posture.

Many pupils use common Welsh language patterns appropriately when talking. Year 1 pupils use relevant subject terminology in Welsh confidently, for example when stating whether objects are transparent, translucent or opaque. Pupils in Year 3 choose shortened verb forms confidently at the beginning of sentences. At times, a majority of the oldest pupils speak Welsh with adults and use language patterns that they have experienced fairly accurately. However, during break times and when discussing their work in the classroom, they do not use the Welsh language regularly enough. They have a tendency to turn to English, even in response to Welsh questions, although they understand what they have heard, on the whole. This hinders progress in their spoken Welsh skills. Most older pupils speak confidently and maturely in English.

Many pupils make sound progress in their reading skills and most enjoy reading. Year 2 pupils vary their tone of voice appropriately when reading and express their opinion effectively when discussing their favourite characters. By Year 4, pupils read with increasing fluency and many use suitable strategies to find the meaning of unfamiliar words. At the top of the school, pupils read confidently and discuss events and ideas within texts skilfully. Overall, pupils' reading skills are stronger in English than in Welsh.

Most of the youngest pupils make appropriate progress in their early writing skills. For example, in the reception class, they form an increasing range of letters correctly. By the end of Year 3, pupils apply appropriate techniques to the written form, for example when writing a newspaper article to report on the ocean emergency by using alliteration to produce an impactful headline. Most older pupils write confidently in English. However, in Welsh, they are too reliant on writing scaffolds and support from teachers when writing extended pieces of work.

Across the school, many pupils develop their numeracy skills effectively. For example, Year 2 pupils choose coins skilfully to pay for specific items. They discuss their methods confidently and, where appropriate, offer alternative solutions. In Year 4, pupils develop their data handling skills successfully as they calculate the mode, median and mean of a data set. The oldest pupils apply a range of skills purposefully as they interpret the scale on a house plan and then calculate the cost of restoring the woodwork in the rooms. Pupils take purposeful advantage of opportunities to apply their numeracy skills across many areas of the curriculum.

Most pupils have strong digital skills. For example, the youngest pupils acquire early coding skills by using a purposeful package to instruct a virtual roamer to follow a specific route on the screen. By Year 6, they create multimedia presentations to present information about space, which include effects that show a good awareness of their audience. Overall, pupils across the school apply a good range of skills confidently across the curriculum.

Most pupils' physical skills increase successfully. Pupils in the reception class develop their fine motor skills, for example by using dough carefully to form letters. By the time they reach the top of the school, they show a good awareness of defence techniques in ball games and work hard physically over more extended periods.

Most pupils' creative skills develop appropriately and they undertake creative tasks enthusiastically. For example, Year 1 pupils create an ornament by using natural materials such as shells and pieces of flotsam and jetsam.

Well-being and attitudes to learning

The school focuses on ensuring the highest possible standards of well-being for pupils. Nearly all pupils enjoy their time at the school and demonstrate pride at being part of an inclusive, caring and homely school community.

Pupils feel that adults listen to them and treat them fairly. This contributes successfully towards developing a close working relationship based firmly on trust and respect. Most pupils' behaviour is excellent and they are polite towards each other. They treat their peers with commendable care. Almost all pupils feel safe at school and know whom to approach if anything is worrying them. A strong feature is pupils' self-awareness of their emotional well-being and ability to express any concerns and fears to adults, for example as they greet them each morning at the classroom door.

Nearly all pupils show positive attitudes to learning and have an interest in their activities. They concentrate diligently on their tasks for extended periods and show perseverance and resilience when completing their work. Most persevere to solve problems independently. They use a good range of coping strategies if they face difficulties. On the whole, most pupils develop to become ambitious and confident learners who are ready to learn.

Most pupils have a good understanding of the importance of keeping fit and healthy. They enjoy using the outdoor equipment purposefully during break time, for example the keep fit course and the all-weather running track. Pupils are enthusiastic during physical education sessions and many enjoy the sports clubs that are held after school hours, for example Kingsland Running Club. Most pupils have a good understanding of how to be healthy and confident individuals and know how to make wise decisions in relation to their diet.

All pupils are given an opportunity to undertake leadership roles and fulfil them successfully. For example, members of the school council present their ideas enthusiastically to improve the resources in the outdoor area for the benefit of their peers. The eco committee is passionate about protecting the local nature reserve and expresses its concerns by sending a letter to object to the proposed developments there. Most pupils contribute beneficially to their learning by

suggesting sensible ideas about what they would like to learn through their experiences for the coming term.

Nearly all pupils develop a sound understanding of the importance of being moral and principles citizens. They develop the ability and confidence to discuss their feelings and show empathy towards others. A good example of this is the way in which pupils have welcomed and supported peers who have had to flee the war in Ukraine. By studying the trials and tribulations faced by Martin Luther King and Betty Campbell, they learn about injustice and show a mature awareness of issues relating to equity, equality and children's rights.

Nearly all pupils value opportunities to visit places that promote their understanding of Welsh culture and heritage, such as visiting Llanberis Lake Railway and Caernarfon Castle.

Teaching and learning experiences

The school provides a broad and balanced curriculum that meets the needs of most pupils. By working purposefully with staff, parents and pupils, leaders have developed a clear vision to provide a curriculum that offers a range of interesting and stimulating experiences. This is based on promoting a caring community where all pupils are challenged and encouraged to do their best.

The learning environment is attractive and stimulating and this engages pupils' interest in their learning successfully. Teachers and assistants work together highly skilfully. They plan and provide interesting activities that take advantage of this environment successfully. The youngest pupils have access to rich experiences both indoors and outdoors. These experiences nurture their curiosity and encourage them to work creatively and think critically, for example as they compose in the music teepee and buy goods in the role-play shop. By the top of the school, teachers provide opportunities for pupils to use relevant equipment to measure areas on the school grounds to develop pupils' understanding of perimeter and area.

Staff plan purposefully to develop pupils' skills. Overall, learning activities are effective in supporting pupils to apply their literacy, numeracy and digital skills across the areas of learning. For example, within their thematic work, teachers provide beneficial opportunities for pupils to write at length for different purposes. Year 1 pupils design a poster to advertise the show *Alaw'r Forforwyn* ('The Singing Mermaid') and the oldest pupils write a biography of Adolf Hitler. Provision to develop pupils' spoken Welsh skills is comprehensive and teachers are good role models. However, although pupils respond positively in formal situations, overall, pupils' very rarely use their spoken Welsh skills in informal situations and when discussing their work.

Teachers and assistants work well with pupils to plan learning activities jointly that engage the interest of, and motivate, most pupils. For example, pupils suggest ideas for interesting activities that they would like to complete in the classroom to practise skills. As a result, most pupils are enthusiastic towards their learning and apply themselves purposefully to their tasks.

The curriculum is enriched effectively through thoughtful use of educational visits and visitors to the school. For example, as a prompt for the unit of work *Ymhell Bell i Ffwrdd* (Far Far Away), the school visited Jodrell Bank observatory. This contributes firmly to supporting pupils to make progress in their skills and fosters their aspirations for a future career. A core aspect of the school's work is the valuable opportunities that are provided by staff to promote Welsh identity, history and culture. For example, pupils study the history of Ynys Llanddwyn and the local link with St Dwynwen.

Staff establish a caring working relationship with pupils, which fosters a productive and supportive learning environment. Teachers' presentations are lively and stimulating and engage the interest of most pupils skilfully. Teachers and assistants know the pupils well, encourage their participation and praise their efforts regularly while they work and interact with their peers. As a result, most pupils continue to engage with their learning for extended periods.

On the whole, teachers use a range of teaching methods appropriately. For example, they share lesson aims and include pupils in the process of discussing what they need to do to succeed in their work. Teachers and assistants use questioning techniques effectively to recall previous learning and confirm pupils' level of knowledge. One effective feature of teaching is the way in which pupils give pupils a choice in terms of the challenge level of tasks. This encourages pupils to push themselves and promotes progress their skills. Teachers provide pupils with regular feedback. However, feedback does not target the next steps in learning effectively enough.

Across the school, teachers monitor and track the progress of individuals and specific groups of pupils in detail and they know the pupils well. Annual reports for parents report clearly on pupils' achievements.

Care, support and guidance

The close working relationship between staff and pupils, and between the pupils themselves, leads to a community that has a caring, friendly and warm ethos. Teachers and assistants know the pupils very well and respond appropriately to their emotional and social needs. Staff establish a positive environment in all classes, which supports pupils to settle without fuss and contribute well to school life. This reinforces their well-being and sense of contentment and encourages pupils to foster resilient attitudes to learning.

Provision for pupils with additional learning needs (ALN) is strong. As a result, nearly all pupils with ALN make sound progress from their starting points. The additional learning needs co-ordinator (ALNCo) and assistants are dedicated and passionate about fulfilling their responsibilities and meeting the needs of all pupils. Under the passionate and skilful guidance of the ALNCo, staff gather useful information about pupils' progress and analyse the information effectively. As a result, they identify pupils who need additional support at an early stage and provide a range of purposeful support programmes that target their specific needs successfully. These programmes include support to develop literacy and numeracy skills, along with supporting pupils' emotional well-being. For example, the Ystafell Enfys provides an effective haven to support more vulnerable pupils. There is a close link and communication between the school and parents, including when they review

progress and agree on the next steps to provide support for pupils. The school works purposefully with a range of external agencies to support ALN provision, for example the education psychology service.

Staff provide purposefully to meet pupils' well-being needs. They have established a variety of innovative strategies that relate to responding to the effect of trauma on pupils' well-being highly successfully. For example, pupils confirm how they feel with an adult when they arrive in the classroom and staff respond skilfully to any issues that are raised by pupils. The '*Corneli Ymdawelu*' ('Calm Down Corners') in each classroom provide an opportunity for pupils to take a moment to think if they feel anxious or uneasy.

The school places a strong emphasis on providing a range of trips and visits to support the curriculum, for example as an effective prompt at the beginning of a unit of work. The oldest pupils visit the dock areas in Liverpool to learn about the contribution of sailors and ships during the Second World War. This engages and holds pupils' interest and promotes their understanding of the importance of values such as tolerance and the right to be free from harassment.

There are purposeful opportunities to promote pupils' understanding of their Welsh identity, heritage and culture. These include celebrating St David's Day by holding a concert and taking part in a parade in Holyhead. Everyone celebrates the 'Welsh speaker of the Week' during the school assembly and local educational visits are organised regularly. The school provides effective opportunities for pupils to develop sound values and explore their spiritual and ethical beliefs when considering a range of religions in the morning assemblies and during theme work which discusses, for example, Judaism and Hinduism.

The school provides a good range of opportunities that encourage pupils to take part in a range of sport and leisure activities, which develop pupils to become healthy and confident individuals. For example, they attend football, netball, cross-country running and cricket competitions.

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

Leadership and management

The headteacher has a clear vision for the school, which is based on the happiness and well-being of pupils and staff and ensuring the best possible learning experiences for all pupils. The headteacher has shared this vision with staff, pupils and parents. As a result, there is a strong sense of belonging to one big family that works together to realise the words in the school's motto, which is to establish 'roots to grow, wings to fly'.

The headteacher has high expectations of himself and others and all staff are dedicated and passionate as they fulfil their responsibilities. As a result, an ethos of purpose and energy permeates throughout the work and life of the school. This is reflected in pupils' positive attitudes towards their learning and the way in which they take pride in the school. Leaders promote an ethos of safeguarding highly successfully and staff, pupils and parents contribute to a caring learning community

that prioritises the emotional and physical well-being of all pupils, as well as progress in their learning.

Through purposeful use of a wide range of self-evaluation activities, including lesson observations, scrutiny of pupils' work and sharing questionnaires with parents, leaders gather first-hand evidence of pupils' learning, progress and well-being. They analyse this evidence skilfully and, as a result, they have a good understanding of the school's strengths and areas for improvement. They identify priorities that link clearly with the areas for development and give good attention to national priorities, for example reforming provision for ALN and reducing the effects of poverty on pupils' attainment and well-being. Leaders monitor progress regularly and report on their findings to staff and the governing body.

Leaders have established effective arrangements for managing staff performance. Staff objectives link directly with the school's priorities and their individual development needs. Leaders have established a robust culture to promote and support staff's professional learning. There are extensive opportunities for staff to attend training and undertake management responsibilities, which add to the school's leadership capacity. Staff work closely with other schools and share good practice regularly both inside and outside the school.

The governing body is supportive of the school and knows the school community well. It receives comprehensive information from leaders about the school's performance. Members of the governing body visit the school and undertake learning walks and opportunities to talk to pupils. As a result, they have a purposeful role in the school's self-evaluation processes and an appropriate understanding of the school's strengths and priorities for improvement. The governing body ensures that the school has appropriate arrangements to promote eating and drinking healthily.

Leaders manage resources appropriately. They ensure an appropriate level of staffing and stimulating learning resources to support provision and learning experiences. The headteacher and governing body manage the school budget carefully and link expenditure appropriately with the priorities in the improvement plan. Leaders review expenditure in detail to ensure that it is used appropriately. They make good use of grants to enrich provision for specific pupils. For example, they provide purposeful support programmes to promote literacy and numeracy skills and provide support for their well-being.

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:

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