



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

A report on

**Ysgol Rhyd y Llan
Llanfaethlu
Anglesey
LL65 4NN**

Date of inspection: June 2019

by

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

About Ysgol Rhyd y Llan

Ysgol Rhyd y Llan is situated in the village of Llanfaethlu, in the north west of Anglesey. The school was established in September 2017. Welsh is the main medium of the school's life and work. There are 153 pupils on roll, including 15 part-time nursery pupils. Pupils are taught in six classes, some of which are single age and some mixed-age classes.

Over a three-year-period, around 15% of pupils have been eligible for free school meals, which is slightly lower than the national percentage of 19%. Eighty two per cent (82%) of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified slightly over 15% of pupils as having additional learning needs, but very few have a statement of special educational needs. The percentage of pupils with additional learning needs is slightly below the national percentage of 21%.

The headteacher was appointed to the post in September 2017.

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 Rhyd y Llan is a caring and inclusive educational community in which nearly all pupils make sound progress from their starting points. Natural spoken Welsh can be heard from pupils in lessons and informally during the day. Pupils' literacy, numeracy and information and communication technology (ICT) skills are developing well, whatever their ability. Pupils interact happily with each other and have positive attitudes to their work.

Teachers plan a rich range of activities for pupils across the school and provide effective developmental support. Teachers ensure that different skills are interwoven skilfully into tasks that stimulate pupils to discuss and work together maturely. Teachers and assistants provide effective support for pupils who have been identified as having additional learning needs. The school promotes awareness of its community and pupils' heritage successfully.

Under the headteacher's robust leadership, leaders and staff have a clear vision that is based firmly on raising pupils' standards of achievement and wellbeing. They evaluate provision and plan for improvement successfully.

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

Recommendations

- R1 Improve opportunities for pupils to develop independence and make decisions about their work
- R2 Expand opportunities for pupils to contribute to developing the curriculum
- R3 Share staff's expertise and good practices across the school

What happens next

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

Main findings

Standards: Good

On entry to the school, many pupils' literacy and numeracy skills are lower than expected for their age. During their time at the school, most make good progress. They recall their previous learning successfully and apply themselves fully during lessons.

Most pupils' oracy is sound. They use the Welsh language completely naturally, and the area's dialect can be heard in their lessons and when they talk socially with their friends. Pupils who are new to the Welsh language learn it quickly and develop confidence in speaking it from an early age. Many pupils in the foundation phase and key stage 2 express their opinions maturely and eloquently.

Most pupils' reading skills develop soundly from the outset. The youngest pupils recognise letters and simple words soon after they start at the school, and develop to read simple phrases and sentences in different contexts. They have a positive and enthusiastic attitude towards their work, and most discuss their books and stories that appeal to them. Most pupils in Year 2 read with a good level of accuracy. They give detailed attention to punctuation and vary their tone of voice in order to create an effect on the listener. The most able readers gather information maturely and use this information to enrich their work. Many pupils read in order to understand confidently, for example when reading instructions on how to make a caterpillar from paper circles.

Many pupils in key stage 2 read skilfully. They respond meaningfully to reading activities and show a good understanding of increasingly extended texts in Welsh and English. Most read enthusiastically and discuss authors maturely, including expressing an opinion about the genres that appeal to them most. More able pupils read with increasing fluency and select books that are of interest to them. They skim purposefully in order to gather information, and use this information to enrich their work, for example when discussing the challenges faced by quarrymen at Penrhyn quarry.

Many pupils in the foundation phase develop sound writing skills. They enjoy rich activities that provide opportunities for them to develop their writing skills in a range of contexts. In the reception class and Year 1, many pupils write maturely and at length when discussing different types of insects and birds. Many more able pupils in Year 2 write skilfully and accurately. For example, when writing a letter to the third little pig, they advise him to hide in case the wolf comes to look for him.

Most pupils in key stage 2 create an effective range of written work in Welsh and English. They show a good awareness of form, punctuate and spell correctly, and write to a good standard in various contexts across the curriculum. For example, they create a report to be broadcast, based on the experiences of different people during apartheid in South Africa. The most able pupils write at length to a very good standard, for example when creating a touching and highly effective description of a great aunt.

In the foundation phase, most pupils have a sound grasp of number skills and are able to apply them confidently when solving problems in the outdoor area. Many use scales successfully when weighing different objects with standard units. Many pupils in the reception class and Year 1 show a sound understanding of the properties of symmetry when creating attractive pictures from natural materials. Many pupils in Years 1 and 2 create accurate graphs of the number of different leaves and seeds.

In key stage 2, most pupils have good number skills. They have a sound understanding of number work, shape and data, for example when discovering the area, perimeter and volume of two and three-dimensional shapes in Years 5 and 6. Most pupils apply their skills effectively. For example, they find out how many children live in different streets in order to help Father Christmas with his work. Many more able pupils in Years 5 and 6 use their number skills very skilfully when scrutinising the money that has gone in and out of a bank account.

Most pupils across the school have good information and communication technology (ICT) skills. They use equipment and software confidently from an early age. For example, pupils in the foundation phase record their work in order to evaluate it. They are able to use software confidently in order to reinforce their numeracy and literacy skills. Most pupils in key stage 2 make mature choices about the most effective equipment to complete their work. They use QR codes confidently in order to display their work. They are able to use technical equipment maturely when giving feedback to their partner. They work together effectively when creating a video of their oral presentations and use green screen equipment in order present successfully.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe at school and know what to do if they are worried about anything. They behave very well in lessons, when moving around the school and during break times. Nearly all pupils are caring towards each other and older pupils, who are members of the 'Dreigiau Doeth' (Wise Dragons), take care of others during leisure time. Nearly all pupils treat adults and visitors with respect. They are polite and show pride in their school, their community and their language. They speak maturely and express an opinion clearly. They express their feelings regularly and are confident that the school responds to any concerns they may have.

Most pupils show a positive attitude towards their work and persevere well with tasks. They work effectively with their peers in groups and pairs, and respect each other's views. They discuss their work confidently and contribute to the next step in their work when given an opportunity to do so. Nearly all are ready to learn at the beginning of lessons. They listen attentively to presentations and change freely from one activity to another.

Nearly all pupils have a sound understanding of eating and drinking healthily. They understand the value of exercise and take pride in the sports clubs that are available during the day and after school. They understand the dangers that can arise in their everyday lives, including the importance of online safety, and know what steps to take in order to seek support, when necessary.

Most pupils have a good awareness of fairness and the importance of equal opportunities. They are sensitive to the needs of other pupils. Most pupils are aware of the importance of caring for their environment and their local community. A good example of this is the work of the eco committee which decided to ban dogs from the site due to the problem with dog fouling.

Most pupils have a thorough understanding of their leadership roles within the school. They are conscientious and take their responsibilities seriously as members of the school council, the eco council and the Dreigiau Doeth. The school council has raised money for a number of charities. They also contribute regularly to the local food banks. This has a positive effect on their understanding of other people's needs, in addition to developing a sense of pride in their community. They report back to their fellow pupils as a result of their discussions and decisions in meetings. These experiences prepare them to be principled and thoughtful citizens.

Nearly all pupils are aware of the importance of attending school regularly. They understand the school's guidelines with regard to attendance, and that attending school regularly has a positive effect on their progress over time.

Teaching and learning experiences: Good

Teachers engage and hold most pupils' interest effectively in lessons across the school. Staff have a constructive and highly supportive working relationship with the pupils in their care. This close and supportive relationship promotes progress among pupils successfully. Teachers and assistants have high expectations of all pupils. They set clear lesson objectives and devise appropriate success criteria with pupils. As a result, many pupils, particularly older pupils, understand how to evaluate their own work maturely. Similarly, foundation phase pupils understand the importance of developing independent learning skills from an early age. Staff develop awareness among pupils of the importance of persevering with tasks, and working with a friend to solve incidental questions as they work. Many pupils in the foundation phase make mature use of the 'llais bach ni' (our little voice) wall, for example when responding to an idea that was suggested by a pupil to create a puppet show about a small caterpillar and its friends.

Teachers provide an effective range of fun and stimulating learning experiences for pupils. In the foundation phase, there is a very effective balance between focus activities that are facilitated successfully by staff, and open-ended challenges in provision. Continuous provision and enhanced provision are used skilfully by staff in order to encourage the development of pupils' skills effectively. For example, they challenge pupils to create a track out of pipes in order to water a plant that needs water.

Staff also understand the importance of allowing less confident pupils to use provision in their own way in order to gain confidence gradually and build on previous learning experiences.

In key stage 2, teachers plan engaging learning experiences in order to ensure that pupils of different abilities are challenged to achieve to a high standard. Teachers provide activities with different levels of challenge, and pupils choose the level of challenge that is most suitable for them. Overall, most pupils make the correct choices and develop increasing independence.

Across the school, staff give purposeful oral feedback to pupils as they work on tasks. They discuss pupils' personal targets regularly with individuals. As a result, pupils have a sound grasp of what they need to do to develop their work further.

Staff's written feedback is effective and responds directly to the aim of the lesson and the agreed success criteria. Pupils are given regular and valuable opportunities to evaluate their own work and to give comments to their peers by using manageable and effective systems. Pupils fulfil this role sensitively and supportively, while also challenging each other to improve specific elements of their work. There are regular opportunities for pupils to reflect on feedback and re-draft elements of their work in order to strengthen it further.

Recently, key stage 2 teachers have introduced learning areas in their classes, and many pupils choose activities with increasing independence. However, in a few activities, the task does not enable pupils to make decisions for themselves.

Teachers plan rich opportunities in a range of contexts across the curriculum for pupils to develop their literacy, numeracy and ICT skills. They interweave elements of the curriculum skilfully in order to enrich pupils' learning experiences. For example, they evaluate indigenous music from Botswana as a prompt to create their own composition, and produce a video of the performance in order to share it on the school's computer system.

Care, support and guidance: Good

Staff create a caring, happy and inclusive ethos at the school in which everyone is respected and valued. The learning environment encourages pupils to take pride in their work and contribute effectively to school life. The school has appropriate arrangements to encourage eating and drinking healthily and physical activity. For example, they grow fruit and vegetables in the school garden and learn how to take care of them as they grow. An effective range of physical activities are held during lessons and as extra-curricular activities.

Thorough procedures for tracking and monitoring progress have a positive effect on pupils' standards of achievement. They enable staff to identify and support individuals and specific groups of pupils, including more vulnerable pupils and those with additional learning needs. Teachers identify pupils' needs at an early stage and provide purposeful intervention programmes for them, when necessary. Assistants work enthusiastically under the guidance of the additional learning needs co-ordinator to implement an effective range of intervention programmes. This enables pupils to make good progress in their literacy and numeracy skills as they move through the school.

Teachers plan beneficial activities to develop pupils' awareness and appreciation of Welsh history and heritage. For example, they study local history about the slate industry, the travels of Gerald of Wales, the history of Mary Jones and learn about the history of nearby castles. As a result, most pupils have a good understanding of the history of their local community and of Welsh culture. By taking part in local and national eisteddfodau and working with local artists, most pupils are given valuable opportunities to participate purposefully in the creative arts.

The school celebrates diversity, equality and multiculturalism successfully. It invites visitors from the local community to share experiences about the history of industries, which enriches pupils' first-hand experience of their theme work. Teachers provide rich opportunities for pupils to study the style of different artists, for example when emulating the work of Matisse. They celebrate multicultural festivals, for example when learning about the Chinese New Year. They learn about African culture through art and music activities, and this broadens their understanding of the wider world successfully. Daily acts of worship are held, which enable children to reflect and develop morality and values successfully.

The school provides good opportunities for pupils to join leadership groups, such as the school council, the eco council and the Dreigiau Doeth. Through the work of these groups, pupils have a positive effect on aspects of the school's life and work. For example, the Dreigiau Doeth operate skilfully to promote respect and co-operation between the school's youngest and oldest pupils. However, opportunities for pupils to contribute to decisions about the development of the curriculum are limited at the moment.

The school has strong and useful partnerships with parents, the community, other schools and external agencies, such as the speech and language therapist and the educational psychologist. There is a robust relationship between the school and parents. The school operates an open-door policy and communicates effectively with them in order to ensure that they are aware of daily events in the school's life. Staff organise activities to raise parents' awareness of different ways in which they can support their children at home, by conducting a questionnaire about reading habits and holding training for parents on how to promote positive behaviours in terms of literacy.

The school is kept clean and tidy. There are thorough arrangements for managing the site. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher provides highly caring and supportive leadership, and a robust strategic direction for the school, which leads successfully to promoting pupils' wellbeing and standards of achievement.

The school's management structure is effective and the headteacher is supported enthusiastically by all members of staff. For example, the school has started to plan to develop contemporary areas as part of the new curriculum for Wales, and current aspects such as the digital competence framework, in order to raise pupils' standards of achievement. The headteacher's high expectations lead successfully to developing pupils' wellbeing and standards through effective teaching in a caring and Welsh environment.

The headteacher, leaders and staff have worked together successfully to establish a new school by ensuring consistency in leadership strategies, teaching methods and promoting high levels of wellbeing. This has contributed significantly to the familial ethos of co-operation across the school. As a result, the school is an effective learning community that succeeds in achieving its objectives, which are to 'Provide high quality education for the area's children in a warm, supportive environment'.

Arrangements for staff meetings and meetings of the senior management team are sound and focus purposefully on extending pupils' outcomes. The clear staffing structure identifies specific staff responsibilities and, as a result, all members of staff have sound knowledge of their role within the school.

Self-evaluation arrangements consider first-hand evidence carefully. For example, leaders and teachers scrutinise pupils' work and the findings of lesson observations to evaluate progress against the current priorities. Purposeful performance management procedures lead to good identification of staff's personal development needs. For example, teachers are currently focused on developing pupils' independent learning skills.

Leaders use evaluation findings effectively, and this information leads directly to identifying the school's priorities for improvement. Leaders ensure that the current priorities are at the heart of the further development of the school and are given detailed attention, for example when developing provision to improve pupils' standards in ICT and ensuring consistency in the process for assessing and tracking pupils' progress. This leads successfully to providing activities that promote pupils' desire and enthusiasm to learn and work together successfully.

A number of links with nearby schools provides beneficial opportunities for teachers to work together on specific aspects, such as organising reading resources jointly. However, opportunities for teachers to exchange good practice and share expertise with each other are limited.

The governing body has robust knowledge of the school's performance and the effect of its procedures on pupils' standards and wellbeing. They share responsibilities conscientiously and undertake regular visits to evaluate the effect of provision on pupils' standards and wellbeing, for example in identifying developments in provision for ICT across the school. As a result, they hold the school to account and help to set a clear direction and strategies to develop the school further as an innovative learning community.

The school has an expansive and pleasant building, and a very good range of learning resources that promote pupils' achievement and wellbeing successfully. Expenditure is linked appropriately to priorities for improvement. The pupil development grant is used effectively to maintain support for specific pupils. As a result, these pupils make good progress over time.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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

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