



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

A report on
Ysgol Caergeiliog Foundation School

**Caergeiliog
Caergybi
LL65 3NP**

Date of inspection: October 2022

by

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

This report is also available in Welsh.

About Ysgol Caergeiliog Foundation School

Name of provider	Ysgol Caergeiliog Foundation School
Local authority	Anglesey
Language of the provider	English
Type of school	Foundation school
Religious character	
Number of pupils on roll	399
Pupils of statutory school age	355
Number in nursery classes	40
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in the Primary sector is 23.0%)	9.5%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the Primary sector is 16.1%)	2.5%
Percentage of pupils who speak Welsh at home	17.8%
Percentage of pupils with English as an additional language	1.6%
Date of headteacher appointment	01/09/1982
Date of previous Estyn inspection (if applicable)	04/11/2013
Start date of inspection	03/10/2022

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to 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 Caergeiliog Foundation School is a happy, caring and orderly community which demonstrates strong values. Leaders, staff and pupils successfully promote these values, which are based on the school's vision that each child is nurtured to reach their full potential and to make a valuable contribution to society. As a result, the pupils display kindness, thoughtfulness and respect for others exceptionally well. This is demonstrated in the pupils' well-being and their attitudes to learning.

Across the school, most pupils of all abilities develop their skills confidently and apply their literacy and numeracy in a broad range of contexts. Pupils develop their digital skills appropriately in different areas of learning. They develop as increasingly independent learners, demonstrating good perseverance with their tasks. They collaborate well together and respond maturely to their teachers probing questions and respond maturely to feedback from staff and peers. The school promotes an effective reading culture, and most pupils apply their skills successfully, when researching different topics or enjoying different authors' work.

The school's curriculum is broad and engaging and is developing well in response to Curriculum for Wales. Many older pupils speak confidently about the different areas of learning and experience (AoLE) and the activities that relate to them. Pupils contribute well, suggesting ideas about what they would like to learn. However in a few lessons, opportunities for pupils to decide upon how to fulfil a task and present their work are less consistent.

The school promotes the Welsh language and culture effectively through opportunities to learn about the local area, and through the way the language is used in every aspect of the pupils' school experience. A broad range of representative groups provide pupils with valuable opportunities to become active, informed citizens and influence decisions that impact on their school experience.

The headteacher and leaders set high expectations for all at the school, using well established methods to constantly evaluate provision and pupil progress. The governing body play a full and detailed role in monitoring standards and provision. Responsibilities for leading different curricular areas and for monitoring progress are shared effectively. The enthusiastic and committed staff benefit from regular professional development opportunities and apply their learning diligently for the benefit of their pupils.

Recommendations

R1 Improve older pupils' digital skills

R2 Ensure that teachers provide pupils with opportunities to influence how they learn and present their work

R3 Ensure that teaching is of an appropriate pace reflecting the school's best practice

What happens next

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

Main evaluation

Learning

Most pupils start at the school with a range of skills which correspond to that which is expected for their age. Most pupils, including those who have an additional learning need (ALN), or those from a less advantaged background make good progress throughout their time at the school. They respond well to the support they receive from staff and other partners. From an early age, nearly all pupils build on prior knowledge and skills effectively and are fully committed to their learning. Across the school, most pupils recall previous learning successfully.

Nearly all pupils listen attentively during activities. They ask questions and respond thoughtfully to adults and their friends. Many collaborate very well with their peers and demonstrate good concentration. They show real enthusiasm towards learning and enjoy explaining what they're doing. For example, reception pupils explain excitedly that a host of different animals have been charging towards their class and have left footprints on the floor outside.

Most of the younger pupils enjoy opportunities to play in the areas of provision both inside and outside the school buildings, developing physical strength, co-ordination and balance. They develop strong fine and gross motor skills such as pouring, throwing and catching. Most younger pupils make strong progress in applying their skills in a variety of activities that require them to develop their independent learning skills further. For example, Year 2 pupils show sustained concentration to design and colour a butterfly, supporting their understanding of different lines of symmetry.

Across the school, many pupils show a good understanding of familiar Welsh phrases and respond appropriately to questions and instructions given by their teachers, support staff, peers and visitors. They demonstrate a positive attitude towards the language and enjoy engaging in simple conversations dependent upon age and ability. Many more able pupils read Welsh with good pronunciation and understanding of the text.

In the classes of younger pupils, many speak confidently about the characters in the books they enjoy reading with adults and friends. Most pupils recognise an increasing range of letters and sounds when reading a range of simple words together on a computer screen. Most Year 2 pupils read confidently and use different reading cues effectively. Most older pupils enjoy discussing a variety of text, and refer maturely to their favourite authors. Many older pupils understand the importance of inference and are beginning to read beyond the text. The pupils that are identified as being more able read a wide range of sophisticated texts with confidence and expression.

Many of the younger pupils are beginning to use letters to build familiar words and develop an awareness of how to build simple sentences. They enjoy mark making and expressing their ideas using a variety of media such as pencils, chalks and electronic devices. Many Years 1 and 2 pupils write confidently, for example when producing a description of a lighthouse, noting their importance for ships who may be in danger. As pupils move through the school, many pupils develop their writing skills

confidently. For example, Year 4 pupils write an effective newspaper article entitled 'Gwenllian's dead' as part of their project work about the Welsh princes. By Year 6, many pupils produce sensitive and highly effective poems' for example when researching and writing about the history of the Windrush generation. They use effects such as personification, alliteration and rhyme to create impact in their writing. Most pupils are developing an awareness of the need to respond to feedback from their peers and adults, and how this helps them to develop their ideas.

Across the school, most pupils make good progress in all areas of mathematics and apply their numeracy skills confidently in a range of contexts. In the classes of the younger pupils, many develop their understanding of patterns and sequencing effectively, for example when making fruit kebabs. Many record their research of which fruits their peers enjoy by producing simple bar graphs correctly. In Year 3, many pupils undertake a successful 3D shape investigation looking at numbers of faces, edges and vertices within different shapes. As they develop their skills further, many Year 4 pupils enjoy engaging activities within their topic work on 'castles and kingdoms' looking at developing measuring skills through comparing how far they can throw their spears. Many older pupils produce accurate conversion graphs detailing the relationship between pounds and euros.

Nearly all pupils engage well with a range of information and communication technology (ICT) activities and make use of a good range of resources to develop and support their skills. For example, many younger pupils use hand-held computers to complete skills-based activities such as completing a jig saw, or tracing different letters and sounds. Reception pupils use the QR codes displayed on the walls confidently to listen to Welsh stories which helps to develop their understanding and confidence in using the Welsh language. Many Years 3 and 4 pupils use coding software well to create simple games. Most older pupils use a simple spreadsheet purposefully, for example when recording the sugar content of everyday foods and use appropriate software when preparing presentations. However, only a few older pupils develop a sound understanding of how to handle data. This hampers their ability to develop their wider digital skills further in different areas of learning.

Many pupils develop their creative skills effectively, for example when enjoying art and design activities. The younger pupils draw detailed pictures based on their learning about Africa, and older pupils produce effective silhouettes based on camels and pyramids. Pupils enjoy singing activities and perform a wide range of hymns and songs with gusto and excellent musicality.

Well-being and attitudes to learning

Nearly all pupils enjoy coming to school, are punctual and happy. They feel safe and secure within the school environment and know who to turn to if a problem arises. Pupils understand what they should do if anything is worrying them. They feel supported and are confident that staff understand how to deal quickly and effectively with any issues raised.

Pupils listen attentively and are very respectful towards each other during activities, breaktimes and lunchtimes. They respond maturely to each other, expressing their opinions clearly. School rules are important to them and are an integral part of the way they learn to interact with their peers and develop as informed individuals.

Pupils feel safe and are confident to discuss their interests and fascinations because the staff create a friendly and caring environment in which everyone's views are respected. This culture of mutual respect is reflected in the exceptional behaviour shown by the pupils in every aspect of school life.

Pupils undertake leadership responsibilities enthusiastically and carry out their roles diligently and with pride. Members of the school council, eco committee and charity committee hold regular meetings and the outcomes have a direct effect on school life. For example, the school council committed funds to purchasing a range of books for the older pupils, researching their interests and needs. The work of these groups has a positive impact on the pupils' awareness of the needs of others in their community. For example, they collect foods to share with support organisations locally. They also develop a wider awareness of global issues well, such as when raising funds to support refugees from Ukraine.

Most pupils develop their physical skills through a range of activities, for example during dance lessons based on the movement of water. Pupils also use extensive vocabulary to discuss, explain and evaluate their work effectively within these lessons. There is ample space for pupils to enjoy playing and interacting during breaktimes and lunchtime. Most understand the importance of eating and drinking healthy foods and the importance of a balanced diet.

During their time in the school, nearly all pupils develop into capable learners, who are ready to learn. They show resilience in their lessons and understand that making mistakes is part of the learning process. Most pupils engage enthusiastically in tasks and the many understand how to improve their work by listening to and using teacher and peer feedback. Pupils are often supportive of each other and work well individually, in pairs or groups while showing perseverance or looking for new solutions when they face difficulties.

Most pupils work purposefully and are ready to start their work promptly at the start of learning sessions. They listen attentively to presentations and move from one activity to another easily and without distraction. Most respond positively to the range of activities provided for them. They know how to extend and deepen their understanding, making suggestions about what they would like to find out about different topics. Older pupils respond well to opportunities for their peers to further develop their skills and knowledge, for example during French sessions, in which they learn about the relationships between different languages.

Pupils are tolerant and sensitive to the needs and aspirations of others. As a result, most have a good awareness of fairness and the importance of equal opportunity. In addition, most pupils show an understanding of moral citizenship and a strong appreciation of different cultures. Many older pupils play an important role during whole school assemblies, reflecting on their thoughts about current issues. They emphasise the importance of kindness and tolerance, and fulfil their roles very well.

Most pupils, relative to their age, know how to keep themselves safe, particularly when learning online. Visits by outside partners such as the community police officer enrich their understanding of internet safety successfully. Pupils show a sound understanding of the importance of not sharing personal details or passwords with others.

Teaching and learning experiences

The school's curriculum provides a broad range of enriching learning activities for pupils of all ages and ability. This supports them to develop a wide range of skills within different AoLE. Teachers plan an effective range of engaging activities to enable most pupils to apply their literacy, numeracy and ICT skills successfully. Leaders are developing their curriculum to reflect the locality and developing opportunities for pupils to compare their own experience of living on an island with that of other children in other parts of the world. For example, older pupils compare their experience with that of a child living in Sicily.

Teachers provide inspiring and interesting learning experiences that encompass the school's context well and reflects the language, diversity and culture of Wales effectively. For example, teachers provide opportunities for pupils to learn about their Welsh heritage when learning about the historical figures who lived on Anglesey. The school has a clear vision regarding developing pupils' Welsh language skills, and its curriculum provides a level of provision that is appropriate for pupils' needs. Teachers plan thoroughly to ensure that activities build soundly upon previous learning. For example, they use the findings from 'Feedback Friday' to adapt learning experiences for the following week, taking the pupils' views into account. Teachers provide an engaging range of activity, which promotes pupils' understanding of elements such as the impact of a balanced diet on their health. For example, Year 3 pupils work together to investigate and identify the healthy and unhealthy features of a range of foods.

In most sessions, teachers have high expectations of pupils and this nurtures a feeling of ambition and aspiration amongst pupils in a supporting learning environment. Teachers have a productive and effective working relationships with pupils and, as a result, they have a thorough understanding of pupils' needs. Pupils' behaviour during lessons is very good across the entire age range and this is a particular strength of the school. Teachers ensure that lessons are all well-structured, and nearly all pupils respond maturely to teachers' high expectations. This results in a nurturing and sensitive learning community.

In many lessons, teachers plan a range of suitable activities that are accessible to all pupils. In the most effective examples, pupils are given a choice of activities that best meet the needs of pupils according to the level of challenge. For example, Year 4 pupils choose from an appropriate menu of challenges when completing work on plotting co-ordinates. As a result, pupils are fully engaged in their learning and make good progress.

Teachers are developing a sound understanding of the principles of the Curriculum for Wales and pupils are becoming increasingly involved in the process of planning the curriculum. Across the school, teachers provide appropriate opportunities for pupils to influence their learning. For example, Year 6 pupils suggest interesting activities that they wish to complete as part of their World War Two thematic work. This includes making a ration book and baking Welsh cakes using the limited ingredients available at the time.

Many older pupils enjoy explaining how their ideas correspond to the different AoLE, for example suggesting that they would like to learn about ancient Egyptian drawings

and music as part of their work linked to the expressive arts. However, in a few sessions, teachers do not provide pupils with sufficient opportunities to decide how they are going to fulfil a task and the way they intend to present their work. As a result, a very few learners do not engage fully in lessons and therefore do not make expected progress at all times.

Where teaching is most effective, there is a lively pace to presentations and pupils concentrate purposefully in their learning for extended periods. In a very few lessons, teachers' presentations are too long. As a result, more able pupils are not engaged on task for sufficient periods of time. This slows down the progress of pupils that are ready to move on to the next stage in their learning.

Most teachers use an effective range of questioning techniques often using open questions to assess pupils' understanding and learning. Many pupils assess their own and peers' work against agreed success criteria confidently. For example, pupils in the reception class make effective use of the 'Success Spider'. As a result, they are able to accurately identify the next steps in their learning, which supports their progress effectively.

Care, support and guidance

Staff create a caring and inclusive community that values all pupils and adults. They foster shared values, such as self-respect, kindness and respect for others exceptionally well. This has a very positive impact on pupils' well-being and attitudes to learning.

Daily acts of collective worship make a valuable contribution to pupils' spiritual and moral development. These periods help pupils understand and reflect on a wide range of ethical and moral issues. These regular whole school sessions also foster pupils understanding of the Welsh heritage of their locality and its relationship with other parts of the country and the world. Teachers plan meaningful activities through the rich curriculum, which encourages pupils to develop a strong understanding of the differences between right and wrong and what it means to be a good citizen.

Staff have a very supportive relationship with parents. The open-door policy and digital communication facilitate effective collaboration between school and home. As a result, parents are aware of the school's activities, events and their child's progress.

The school offers robust and effective provision for pupils with ALN. The ALN co-ordinator works closely with teachers, parents and external partners to create detailed and useful individual development plans that support pupils to make progress. Leaders and staff place a high priority on the school's provision to support pupils' emotional health and well-being. As a result, pupils feel comfortable in discussing any personal concerns with staff. The effective provision to reinforce pupils' understanding of how to keep themselves safe when working online is effective.

Staff encourage pupils to make healthy choices in relation to their diet and physical exercise. Various pupil voice groups such as the school council, eco committee, well-being champions and charity committee provide pupils with opportunities to become

active and informed citizens. They influence decisions that bring about improvement to school life, for example keeping the school environment tidy and litter free. The charity committee choose five charities annually that they wish to support. This provides a positive impact on the school environment and pupils' well-being, and promotes a sense of pride in their school.

The school celebrates its Welsh heritage positively in a variety of activities, for example through curriculum-based topics, celebrating St David's Day and competing annually in the Urdd Eisteddfod. In addition, teachers provide learners with opportunities to study and celebrate local history and heritage when learning about past Princes of Wales such as Owain Glyndwr and Llywelyn Fawr. The staff also actively promote the Welsh language throughout the school day through their effective questioning and praising of pupils.

The school has a strong culture of safeguarding pupils. All staff understand the robust measures and policies in place and are fully aware of what to do if a pupil raises any concerns.

Leadership and management

The headteacher has a well-established and clear vision for the school based on providing the best education possible for all pupils. This is shared successfully with all staff who work together to provide a safe and caring environment where pupils feel secure and happy as they prepare to become citizens of the future. Leaders have high expectations of all staff and pupils, and this is reflected in pupils' attitudes to learning and the standards they achieve.

All staff have a good understanding of the school's strengths and areas for improvement. This is because leaders use a wide range of first-hand evidence to evaluate the progress pupils make and the quality of provision across the school. These procedures inform leaders of strengths and areas for development accurately. For example, recent analysis of pupils' ICT skills identified specific areas that needed to be strengthened. Plans are laid out clearly and contain sensible milestones to be completed within realistic timescales that support staff in actioning on identified areas for improvement. The school's priorities are monitored regularly, and the results discussed with staff and governors. Leaders consider important national priorities thoroughly, such as preparing successfully for the ALN transformation agenda and improving outcomes for specific groups of learners.

Members of the governing body are extremely supportive of the school and know it well. Although the governors' usual arrangements of on-site activities have not been resumed in full since the pandemic, they receive up-to-date information from staff and external partners, such as presentations on the Curriculum for Wales. They challenge leaders robustly on matters such as pupils' outcomes and budgetary spending. Governors work with leaders to ensure that the school has appropriate arrangements to promote healthy eating and drinking. This includes the provision from the school canteen as well as through curricular activities. As a result, most pupils speak confidently about healthy eating practices and understand the importance of a balanced diet.

Arrangements for the management of staff performance are effective. Staff objectives link directly to priorities in the school's development plan and to their professional learning needs. Leaders arrange valuable training opportunities to develop staff expertise and knowledge. For example, leadership courses, curricular professional learning activities and courses to aid staff in supporting emotionally vulnerable pupils have a positive impact on the quality of provision. The school has beneficial links with the local authority, regional consortium, cluster schools and wider partners, in order to benefit from the sharing of effective practice.

The headteacher manages the school's funding effectively with support and challenge from the governing body. Leaders make good use of a variety of funding sources, for example to meet the priority of creating outdoor classrooms to enrich the experiences and improve the provision for all pupils. Staff use the areas effectively to inspire pupils by providing them with stimulating learning experiences.

The pupil development grant is used effectively to provide specific additional support, to ensure that all pupils have access to music tuition and can attend educational trips. As a result, pupils enjoy a wide range of purposeful educational experiences that have a positive influence on their skills and well-being.

The headteacher ensures a strong relationship with parents and they value the effective partnership between school and home. As a result, most parents feel well informed and receive regular communication about their child's progress.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read 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 classes, including learning support groups 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 and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- 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 (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

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