



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

A report on
Ysgol Glan Conwy

**Ffordd Top Llan
Glan Conwy
Conwy
LL28 5NA**

Date of inspection: September 2024

by

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

This report is also available in Welsh.

About Ysgol Glan Conwy

Name of provider	Ysgol Glan Conwy
Local authority	Conwy County Borough Council
Language of the provider	Welsh
School category according to Welsh-medium provision	T2 – English with significant use of Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	112
Pupils of statutory school age	83
Number in nursery classes	9
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%)</i>	21.6%
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 11.1%)</i>	13.3%
Percentage of statutory school age pupils who speak Welsh at home	10.0%
Percentage of pupils with English as an additional language	0.89%
Date of headteacher appointment	
Date of previous Estyn inspection (if applicable)	
Start date of inspection	30/09/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

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

Summary

Ysgol Glan Conwy is a happy and supportive community that promotes a caring ethos successfully. There is an effective working relationship between staff and pupils and a clear priority is placed on improving pupils' well-being. Most pupils' behaviour is good and they develop positive attitudes to learning.

During their time at the school, most pupils make consistent progress in a range of skills, including pupils from low-income households and those with additional learning needs (ALN). They are given beneficial opportunities to foster and apply their skills, including their literacy skills in English and digital competencies, where they make sound progress. However, teachers do not provide purposeful opportunities regularly enough for pupils to foster and apply their numeracy skills across the areas of learning.

The Welsh language is new to nearly all pupils on entry to the school and staff take advantage of regular opportunities to expand pupils' vocabulary during formal and informal learning activities. However, pupils' Welsh speaking skills are not developed sufficiently and most are reluctant to attempt to respond in Welsh.

Teachers use questioning methods effectively to develop pupils' understanding and when assessing their progress in learning sessions. On the whole, learning activities are not always challenging enough to support pupils to make sound progress. Overall, provision does not enable pupils to make independent choices about their learning and about how to complete and present their work.

Leaders and staff evaluate the school's work effectively by using well-designed and regular self-evaluation processes. They work together purposefully to identify the school's strengths and act on the areas for improvement. Valuable training opportunities are planned for staff to develop their skills through agreed professional learning.

Recommendations

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

- R1 Improve pupils' Welsh speaking skills
- R2 Expand opportunities for pupils to apply their numeracy skills fully in a variety of learning contexts
- R3 Provide activities that ensure a consistent challenge for pupils and which enable them to make independent choices about their learning

What happens next

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

Main evaluation

The headteacher's effective and considerate leadership sets a clear strategic direction for the school. She is well supported by a dedicated team of staff who demonstrate consistent professional attitudes. A shared vision of 'Growing together' is conveyed successfully by leaders and staff. This is rooted purposefully in the school's work and inclusive ethos.

The school is a happy and homely learning community. Staff foster supportive working relationships with pupils which ensure that they know who to approach for help and support. Provision for supporting pupils' social and emotional well-being is a clear strength of the school. Staff have developed a '*Cornel Clyd*' ('Cosy Corner'), which is a valuable haven for providing purposeful support sessions and programmes to support pupils to settle and engage further with their learning, for example.

Across the school, most pupils behave well during learning sessions and break times. With the considerate support of members of the school council who have developed the use of a bench on the playground as a dedicated 'Buddy Bench' for example, the oldest pupils take care of the youngest pupils and support them to play together happily during break times.

During their time at the school, most pupils make consistent progress across a range of skills, including pupils from low-income households. Staff provide a curriculum that is broad, appropriate and builds well on many of the pupils' previous skills. They plan suitable and interesting experiences for pupils, which include beneficial educational visits within their locality. Overall, this supports them to enjoy learning and to develop their knowledge, skills and understanding continuously. However, learning activities do not always respond purposefully enough to meet the needs of all pupils and challenge them to make sound progress.

Across the school, most pupils demonstrate positive attitudes to learning. They are aware of the importance of attending school regularly and punctually, which contributes effectively to good attendance rates. Relevant opportunities are provided for pupils to influence what they learn within termly themes. Staff provide beneficial opportunities for pupils to learn individually, in pairs and in small groups on a regular basis. This has a positive effect on pupils' skills in working together to discuss and develop their ideas in an inclusive learning environment.

Staff use skilful questioning techniques that build effectively on pupils' knowledge and extend their understanding further. Most pupils respond positively to oral feedback they receive from staff to move their learning forward. Overall, teachers do not provide regular enough opportunities for pupils to make independent decisions about their learning and how to complete and present their work.

During their time at the school, most pupils' English skills develop successfully. By Year 2, they read with increasing confidence and discuss the content of stories enthusiastically. As the older pupils' skills mature, most read skilfully and foster sound writing skills in English across the areas of learning.

Staff promote the Welsh language and Welshness purposefully, which contributes appropriately to fostering pupils' pride in the Welsh language and their heritage. From an early age, pupils are immersed purposefully in the language and staff are efficient language models. However, most pupils are reluctant to attempt to speak Welsh spontaneously beyond using simple greetings and vocabulary and, as a result, they make limited progress in fostering and developing their Welsh speaking skills.

As pupils move through the school, most develop their digital skills soundly. As part of the school's valuable professional learning offer, staff work purposefully with local schools to share ideas and successful teaching practices to develop pupils' advanced digital skills. This contributes positively to developing the oldest pupils' skills further in using coding programs and artificial intelligence with increasing confidence.

Leaders have effective arrangements for self-evaluation and planning for improvement, which ensures that staff have a clear picture of the school's performance. They analyse and consider a wide range of evidence regularly, such as teaching and learning observations, evaluations of pupils' progress, scrutiny of work and seeking pupils' opinions. This enables them to provide a sensible balance of support and challenge to leaders while contributing knowledgeably to discussions about pupils' well-being, standards and provision.

The headteacher take advantage of the expertise of members of the governing body skilfully, for example in scrutinising provision to nurture pupils' numeracy skills, which are beginning to develop beneficially. This deepens their awareness of the school's strengths and areas for improvement effectively. On the whole, teachers do not provide purposeful opportunities regularly enough for pupils to develop and apply their numeracy skills in a rich range of activities across the areas of learning.

Provision to support pupils who have been identified as having ALN is co-ordinated effectively. Staff include pupils, parents and comments from external agencies to plan pupils' next steps in their learning successfully. Leaders use funding appropriately to provide purposeful literacy and numeracy support programmes for specific pupils, which support them to make good progress in their skills over time.

Most pupils are aware of the importance of sustainability and are mindful of the adverse effect people have on the environment. Leaders manage resources appropriately and have used grants to revive a part of the playground for pupils to grow and harvest vegetables. Staff and pupils use them at the school and sell them to the wider community to save food miles. These purposeful opportunities nurture ethical and informed pupils who develop a good awareness of the world of business, profit and loss.

Staff provide regular collective worship sessions that promote pupils' spiritual, moral and social development purposefully. The link with the local chapel to celebrate Harvest and to sing Christmas carols for the older residents contributes purposefully

to promoting pupils' understanding of the importance of values such as respect and empathy.

The school's parents and friends association operates effectively to support the school by holding a variety of beneficial fundraising activities for the school's various plans. Recently, the health and well-being council has used a portion of the funding to invest in purposeful equipment to reinforce pupils' physical skills during play periods, for example. This deepens their awareness of the importance of making healthy choices and keeping fit.

Additional information

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

The school's arrangements for the safety of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

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

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee 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, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

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

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

Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales>)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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