

A report on

Llandrillo Yn Rhos Primary School

**Elwy Road
Llandrillo Yn Rhos
Colwyn Bay
Conwy
LL28 4LX**

Date of inspection: February 2025

by

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

This report is also available in Welsh

About Llandrillo Yn Rhos Primary School

Name of provider	Llandrillo Yn Rhos Primary School
Local authority	Conwy County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	Category 1
Type of school	Primary
Religious character	None
Number of pupils on roll	440
Pupils of statutory school age	347
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 Primary is 22.9%)	14.6%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	6.6%
Percentage of pupils who speak Welsh at home	2.6%
Percentage of pupils with English as an additional language	3.7%
Date of headteacher appointment	01/09/2024
Date of previous Estyn inspection (if applicable)	10/10/2016

Start date of inspection	03/02/2025
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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.

Summary

The school provides a nurturing environment where pupils feel valued and are eager to learn. Leaders and staff establish strong and respectful relationships with pupils. They set high expectations and promote positive behaviour consistently well. This ensures that most pupils attend well, focus on their work successfully and make good progress during their time in the school.

The school's engaging curriculum motivates nearly all pupils' interest and develops their communication and numeracy skills effectively. Staff model spoken Welsh enthusiastically and promote pupils' oracy skills well. Teachers and leaders monitor pupils' progress and well-being carefully. They take good account of pupils' previous learning to plan tasks that build their knowledge and skills progressively. Because of this, nearly all pupils develop as fluent readers, proficient writers, and competent mathematicians.

Staff provide effective support for pupils with additional learning needs (ALN). They make targeted use of focused interventions to address gaps in pupils' learning and to promote their well-being beneficially. Staff value the views of pupils and work constructively with the school's pupil leadership groups to improve provision and support the local and wider community.

Senior leaders support staff to work highly effectively as a team. They foster strong collaboration to develop a clear and accurate shared understanding of the school's strengths and improvement priorities. This ensures that staff implement identified changes successfully and bring about worthwhile improvements in the quality of teaching and the progress pupils make. Governors support the school's work diligently. However, their role in evaluating the school's provision and in acting as a critical friend to the school is less well developed.

Recommendations

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

- R1 Strengthen the role of governors in evaluating the school's provision and holding leaders to account

What happens next

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

Main evaluation

Leaders have established a strong shared understanding among pupils, staff, governors and parents of the school's core values and vision. They set a clear strategic direction and nurture purposeful collaboration across the staff team to achieve ambitious expectations for pupils' progress and well-being. Because of this, most pupils are highly motivated, enjoy their learning and make good progress during their time in the school.

The school provides a welcoming and inclusive environment that supports pupils to feel confident and fosters pride in their community and Wales successfully. Pupils' good rates of attendance and exemplary behaviour reflect their enthusiasm for school and their understanding of the value of education. Nearly all pupils feel safe in school and know whom to talk to if they have any concerns or worries. They understand why there are rules and how these keep them safe.

Most pupils develop as confident speakers and attentive listeners. The youngest pupils listen and respond well to adults. As they move through the school, most pupils speak with increasing confidence, using a widening vocabulary. Nearly all older pupils express their ideas in an articulate and mature manner.

Leaders give valuable prominence to developing the school's Welsh ethos. Staff model the Welsh language well. They speak Welsh frequently in everyday situations and use games and familiar contexts to secure younger pupils' knowledge and enthusiasm effectively. Teachers build on these early experiences well so that most older pupils use a good range of Welsh language patterns and vocabulary confidently.

Nearly all pupils develop their reading and writing skills well. Teachers and support staff provide worthwhile opportunities for pupils to discuss what they read and hear and to develop their vocabulary and comprehension successfully. As they move through the school, most pupils write with increasing independence, using a variety of styles to communicate with different audiences effectively. By Year 6, nearly all pupils are fluent, enthusiastic readers and competent writers.

Teachers plan a stimulating variety of learning experiences that engage nearly all pupils' interest successfully. They provide younger pupils with suitable opportunities to direct

their own learning and to develop their independence beneficially. For example, they make good use of activities, indoors and outdoors, to enable the youngest pupils to explore mathematical concepts practically. All staff ensure that classes are calm and respectful learning environments where pupils interact positively and focus on their learning productively. Because of this, nearly all older pupils collaborate well and use their reasoning to make sensible decisions.

Nearly all pupils develop strong mathematical skills. By Year 4, most pupils use a good range of mathematical operations to solve suitable problems correctly. They select efficient methods and explain the approaches they use confidently. Most pupils apply their mathematical and digital skills to their wider learning effectively.

Nearly all teachers build on pupils' previous learning well. They set clear objectives and use questioning to check pupils' understanding and to challenge their thinking effectively. Most pupils respond positively to feedback provided by staff and, in the best instances, use helpful prompts to make worthwhile improvements to their work.

Staff provide useful opportunities for pupils to reflect on moral and ethical issues and to promote their understanding of fairness. For example, they use assemblies to encourage pupils to consider and value what makes them and others unique. This supports pupils to relate well together and to develop empathy and acceptance.

Staff provide valuable care and support that enables nearly all pupils with additional learning needs (ALN) to make sound progress against their personal targets. They communicate well with colleagues and collaborate helpfully with external agencies, forming useful partnerships that enhance the school's provision beneficially. Staff monitor the progress of all pupils thoroughly. They use regular reviews to plan suitable learning experiences that support and challenge nearly all pupils well.

Leaders make intelligent use of first-hand information and assessment outcomes to identify the school's strengths and areas for development accurately. This enables them to target focused improvements confidently. Staff work well together to monitor progress against identified priorities, for instance, through shared evaluation of pupils' work. This strengthens their understanding of the progress most pupils should make and ensures that all staff maintain high expectations for pupils' achievement and well-being.

Spotlight: Developing a highly effective staff team

Senior leaders provide worthwhile opportunities for staff at all levels to develop professionally and to utilise their skill and expertise. They act as highly effective role models who mentor colleagues to lead on focused improvements. Leaders make valuable use of regular staff meetings to support teachers to reflect constructively on their practice and to build a clear understanding of what improvements are needed. Because of this, the school has successfully developed a highly professional staff team who show a strong capacity to lead and innovate effectively. This ensures that most planned changes are implemented effectively and impact positively on the quality of teaching across the school. The school has a strong track record of improvement, including against national priorities such as improving pupils' Welsh language skills, developing the school's curriculum, and increasing rates of pupils' attendance.

The school's pupil leadership groups meet regularly with school leaders to share and present their ideas. They play an active role in shaping school life and influencing policies that affect them. They value participating in these groups and are proud of the money they raise and the work they do to improve the school and to support the wider community.

Governors are well informed and show strong support for the school. They discharge their statutory duties diligently and manage the school's finances prudently. For example, they ensure that leaders make beneficial use of grant funding, to improve outcomes for targeted pupils. Governors have recently established new responsibilities that are beginning to enable them to monitor the school's progress in developing its curriculum more closely. Overall, however, governors' role in evaluating the school's provision and in holding leaders to account is at an early stage of development. Leaders manage the performance of staff well. They provide useful, focused support when needed and pay due regard to balancing their workload and well-being.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

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

Leaders and governors manage the school's finances 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 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

Appendix 1: Numbers – quantities and proportions

The report makes references 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 (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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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