

A report on

Blessed William Davies School

**Bodnant Crescent
Llandudno
Conwy
LL30 1LL**

Date of inspection: June 2025

by

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

This report is also available in Welsh

About Blessed William Davies School

Name of provider	Blessed William Davies School
Local authority	Conwy County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Catholic
Number of pupils on roll	132
Pupils of statutory school age	98
Number in nursery classes	16
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%)	19.8%
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%)	20.4%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	40.8%
Date of headteacher appointment	01/05/2020

A report on Blessed William Davies School
June 2025

Date of previous Estyn inspection (if applicable)	01/09/2017
Start date of inspection	16/06/2025

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

Blessed William Davies Primary School provides a caring and inclusive environment that celebrates the diverse nature of the school community well. Nearly all pupils develop a strong sense of belonging, they enjoy school and feel safe.

Leaders have a good understanding of the school's strengths and areas for improvement. The professional development of staff has resulted in improvements in key areas of the school's work, for example in developing pupils' Welsh language skills. The school's engaging curriculum, firmly centred around strong values and beliefs, provides many beneficial opportunities for pupils to develop their confidence and creativity. The authentic and inclusive curriculum ensures that all pupils are represented.

Teachers and teaching assistants provide highly effective support for pupils with additional learning needs (ALN) and those new to English. As a result, these pupils make strong progress from their starting points. By the time they leave school, most pupils make good progress with their literacy and numeracy skills. They develop fluency in reading and write maturely for a range of purposes. Teachers plan effectively to ensure the progressive development of pupils' understanding of mathematical concepts. Most pupils develop strong digital skills and use a range of technology to support their learning across the curriculum.

A majority of lessons have good pace and teachers use suitable questioning to deepen and extend learning. However, in a minority of lessons teachers do not challenge pupils well enough to maximise their learning and activities are often over directed by staff, which limits the opportunities to develop their independent learning skills. Most pupils have good attitudes to learning and engage well in their lessons. Pupils have regular opportunities to review their learning, and most pupils know how well they are doing and what their next steps are.

Governors provide strong support and hold the school to account effectively. Senior leaders and governors monitor rates of attendance well. However, while most pupils attend regularly, persistent absence remains an issue for a minority of pupils. The school has developed strong relationships with parents and engages well with the local community.

Recommendations

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

- R1. Provide more opportunities for pupils to make independent choices in their learning
- R2. Ensure that activities and focused tasks are suitably challenging and enable all pupils to make the best progress they can
- R3. Continue to improve attendance

What happens next

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

Main evaluation

Blessed William Davies Primary School provides a caring and inclusive environment that celebrates the diverse nature of the school's community well. Nearly all pupils develop a strong sense of belonging. They feel safe, and show care and respect for each other. The school vision focuses on ensuring that pupils are happy and safe and is well embedded in all aspects of school life.

The headteacher has worked collaboratively with staff to build the school's leadership capacity at all levels. Leaders evaluate the school's strengths and areas for improvement regularly and accurately. They have clear roles and responsibilities and well-considered improvement processes that have a positive impact on the school's provision and pupil progress. The professional development of staff has resulted in improvements in key areas of the school's work. For example, following a whole-school focus on developing Welsh language skills, teachers plan beneficial opportunities for pupils to learn new Welsh vocabulary and sentence patterns and they model the language skilfully. As a result, most pupils gain strong Welsh language skills and show positive attitudes to learning Welsh.

Staff have created an engaging curriculum that is firmly centred around strong values and Catholic beliefs and provides pupils with a suitable breadth and depth of learning. The curriculum provides many beneficial opportunities for pupils to develop their confidence and creativity, for example through artistic representation of Bible stories. The authentic and inclusive nature of the curriculum ensures that all pupils are represented. Pupils benefit from a wide range of experiences to develop their understanding of the local community, Wales and the wider world. School visits to local museums and castles, for instance, engage pupils and enhance their understanding of local history successfully. Pupils have a strong voice in their learning and in the life of the school. Staff ensure frequent, worthwhile opportunities for pupils to show responsibility and to support their peers. For example, 'Playground Pals' model considerate behaviour towards each other and help their peers with strategies to play well together on the school yard.

Teachers and teaching assistants provide highly effective support for pupils with additional learning needs (ALN) and those new to English. Staff identify pupils' needs quickly and leaders provide beneficial professional learning to help staff to understand the development needs of individuals and how best to support them. As a result, these pupils make strong progress from their starting points.

Pupils develop strong speaking and listening skills. They provide detailed explanations and use a wide range of vocabulary to talk about the life of the school. Most pupils develop fluency in reading. Younger pupils sound out new words accurately and talk confidently about favourite authors and books that they have read. Older pupils read with expression

and infer meaning from texts. Across the school, many pupils develop their writing skills well. Younger pupils make rapid progress and, by Year 6, many pupils write maturely for a range of purposes. They identify features of different genres and use these features well in their own writing. They present their work neatly and edit their work skilfully to make improvements.

Most pupils make strong progress with their mathematical skills. Teachers plan effectively to ensure the progressive development of pupils' understanding of mathematical concepts. A few teachers plan suitable opportunities for pupils to use and apply this understanding in other areas of the curriculum and to apply their numeracy skills in meaningful contexts. Teachers plan a range of interesting and engaging tasks designed to develop and extend pupils' digital skills. This means that most pupils develop strong digital skills and use a range of technology to support their learning across the curriculum. For example, older pupils use artificial intelligence tools creatively to generate images to illustrate their writing.

A majority of lessons have good pace and offer pupils suitable levels of challenge to support their learning. However, in a minority of lessons, teachers do not challenge pupils well enough and this limits their ability to make the best progress they can. Most pupils have good attitudes to learning and engage well in their lessons. Most teachers use suitable questioning to deepen and extend learning. In a majority of lessons, staff provide suitable opportunities for pupils to make decisions about the strategies they will use to complete tasks and how they will present their work. However, many activities are over-directed by staff and, in these cases, pupils have limited opportunities to develop their independent learning skills. The school has worked collaboratively with local schools to develop a consistent approach to marking pupils' work. This common approach, along with the pupils' understanding of the clear learning criteria, strengthens pupils' knowledge of what they are doing well and next steps. Pupils have regular opportunities to review their learning and to assess their progress and that of their peers. Along with individual targets, this helps to ensure that most pupils know how well they are doing and what their next steps are.

Governors provide strong support and hold the school to account effectively. They have a good knowledge of the strengths and areas for development of the school, which they gain through a range of school visits and evaluation activities. Senior leaders and governors monitor rates of attendance well. The school collaborates purposefully with a range of outside agencies to improve pupils' attendance and punctuality. These actions have resulted in improved attendance. However, while most pupils attend regularly, persistent absence remains an issue for a minority of pupils.

The school has developed strong relationships with parents and engage well with the local community. Staff plan regular opportunities for pupils to sing in church and to visit local residential homes. Parents are very supportive of the school and appreciate the opportunities they have to visit school and be a part of their child's learning journey. Many parents are highly satisfied with the support the school provides for pupils' learning 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 give cause for concern and have been brought to the attention of the local authority.

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/carers 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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

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