

A report on
Ysgol Bro Gwydir

**Heol Watling
Llanrwst
Conwy
LL26 0EY**

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 Ysgol Bro Gwydir

Name of provider	Ysgol Bro Gwydir
Local authority	Conwy County Borough Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3
Type of school	Primary
Religious character	Not applicable
Number of pupils on roll	331
Pupils of statutory school age	255
Number in nursery classes	37
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>)	14.7%
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>)	12.2%
Percentage of statutory school age pupils who speak Welsh at home	56.5%
Percentage of pupils with English as an additional language	0.3%
Date of headteacher appointment	01/09/2020
Date of previous Estyn inspection (if applicable)	26/02/2018
Start date of inspection	09/06/2025

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 Bro Gwydir is an inclusive community that places a strong emphasis on pupils' learning, wellbeing and personal development. The headteacher has an innovative vision which ensures that pupils have interesting learning experiences in an engaging and caring learning environment. This contributes purposefully to excellent behaviour and a willingness to learn among pupils. This sensible vision, which includes contributions from staff and the wider community, supports the school's improvement practices successfully.

Teachers and assistants work together effectively to ensure broad and balanced curricular provision. They are a team of effective staff who focus on promoting pupils' learning and wellbeing purposefully. They work enthusiastically with parents and external agencies and know the needs of the pupils and their community well. The local authority's Moderate Needs Unit, which is located on the school's site, provides effective care for pupils with additional learning needs (ALN). As a result, almost all pupils in the unit make sound progress in line with their personal targets.

The pace of the teaching sessions corresponds well to pupils' learning. Teachers' feedback to pupils to improve their learning is appropriate. However, there is no consistency in teachers' feedback practices in challenging all pupils' learning. In the best cases, teachers provide suitable opportunities for pupils to develop their skills purposefully across the areas of learning. This leads to strong progress in pupils' literacy, numeracy and digital skills. However, pupils do not receive sufficient challenging opportunities to apply their skills at appropriate levels across the curriculum.

Staff and pupils foster close and loyal working relationships. Staff encourage pupils to cooperate and share ideas and feelings intelligently, which develops their respect for others successfully. Staff ensure that pupils develop effective personal, social and creative skills, which creates a good awareness of their locality and a strong cultural appreciation.

Recommendations

We have made two recommendations to help the school continue to improve

- R1. Provide useful feedback to challenge all pupils' learning
- R2. Increase opportunities for pupils to apply their skills at appropriate levels across the curriculum

What happens next

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

Main evaluation

Ysgol Bro Gwydir is a happy, inclusive and supportive learning community. The headteacher sets a purposeful and innovative strategic direction for the school and has high expectations of herself, staff and pupils. She works diligently with the leadership team, staff and governors to ensure engaging and relevant learning experiences for pupils. Leaders convey a clear vision successfully. This is based on ensuring stimulating learning experiences for pupils and purposeful wellbeing and care for all members of the school community.

The headteacher's leadership is commendable. She ensures that the whole leadership team considers a wide range of evidence to identify the school's improvement priorities. These focus on developing provision to improve pupils' wellbeing, learning experiences and skills. The school's whole team contributes to the evaluation procedures purposefully, and they have a sound understanding of their roles in focusing on developing provision.

Leaders implement a positive culture and ethos to promote, develop and support staff's professional learning. They share ideas and adopt effective and relevant practices jointly wisely, which contributes strongly to the school's ethos as a learning institution. Leaders support staff to reflect and consider the effect of professional learning on pupils' wellbeing, skills and learning. For example, staff hold regular professional discussions to discuss specific aspects of the curriculum, their assessment practices and to trial new principles to continue to support pupils' wellbeing and progress.

Leaders build effective relationships with parents. The regular cooperation and communication promotes the school in its community effectively. Leaders know the needs of the pupils and their community extremely well and offer valuable opportunities for parents to support their children's wellbeing and learning. For example, staff run workshops with parents and pupils about different aspects of the curriculum, and support them to develop their understanding of their children's work, wellbeing and progress during the 'Awr Agored' and 'Caffi i Rien' sessions.

Teachers across the school are effective and robust language models and they have convey high expectations in terms of both Welsh and English. They encourage pupils to speak Welsh and make purposeful use of the language as a core part of their learning and play. Most pupils have enthusiastic attitudes to speaking Welsh across the school and strive regularly to communicate increasingly spontaneously in different contexts. As a result, by the end of their time at school, most pupils are confident and eloquent communicators in both languages.

Teachers plan thoroughly to develop pupils' literacy skills. The early reading and writing skills of most of the youngest pupils develop robustly. Pupils use their early marks confidently, and as their skills develop further, they begin to write sentences, demonstrating a good awareness of basic spelling and punctuation. Most pupils at the top of the school develop good reading and writing skills, in both languages and in a range of engaging genres.

Teachers plan, prepare equipment and introduce purposeful mathematics tasks. As a result, teaching ensures that most pupils develop a range of useful numeracy skills. In addition, teachers provide robust opportunities for pupils to develop their digital skills. This means that pupils use their digital skills effectively across the areas of learning. However, pupils do not receive sufficient challenging opportunities to apply all their skills, at appropriate levels, across the curriculum.

Teachers provide an interesting curriculum that develops pupils' understanding of their local area and the wider world skilfully, for example by learning about the journey of the Welsh people on 'The Mimosa' to Patagonia. In addition, teachers plan sensible opportunities for pupils to discuss important issues such as relationships and diversity and purposeful experiences to develop pupils' positive spiritual and moral attitudes. As a result, pupils show respect for others and develop their awareness of different identities successfully.

Most pupils have positive attitudes towards to their learning and the working relationships and respect between staff and pupils are positive. Most pupils cooperate with their peers considerately. They listen carefully to teachers and take pride in their work and progress and their behaviour is excellent. They ask relevant questions and make a good effort to contribute to class discussions.

Teachers explain tasks clearly and support pupils to contribute purposefully to their learning. Teachers ensure that lessons have a good pace and use a range of purposeful resources to support pupils' learning. In addition, assistants are used meaningfully to provide purposeful support to pupils. In the best teaching and learning practices, teachers and assistants know when to intervene and when to promote perseverance among pupils. This engages and maintains the interest of most pupils in their learning and enables them to make good progress. However, teachers' feedback does not always challenge pupils to improve their work effectively enough.

Staff provide stimulating learning environments to encourage success and enthusiasm among pupils. This promotes pupils' well-being and progress well. There is a sensible range of quiet spaces for pupils to use when needed, including attractive intervention areas. They are used wisely by staff to support pupils' wellbeing and to calm individuals when they are anxious before they resume their learning.

Provision for pupils with additional learning needs (ALN) is co-ordinated very skilfully. Provision meets the needs of most pupils who need additional support effectively. Staff work in partnership with external agencies successfully to support pupils. Most pupils with ALN make good progress in line with their targets and starting points. In addition, the local authority's Moderate Needs Unit, which is on the school's site, provides effective care for pupils with ALN. As a result, almost all pupils in the unit make sound progress in line with their personal targets.

Additional information

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

The school's arrangements for the management 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/carers 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, 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 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).