

Ysgol Iau Hen Golwyn
Church Walks
Old Colwyn
Conwy
LL29 9RU

This letter is also available in Welsh

24/09/2025

Dear leaders and staff

Interim visit: September 2025

A team of inspectors visited Ysgol Iau Hen Golwyn on 18 September 2025 to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Provide an appropriate level of challenge for all pupils

- Leaders are developing a whole-school approach to ensuring that learning activities and experiences meet the needs of pupils suitably.
- In general, teachers plan activities that challenge and engage many pupils appropriately. In a few examples, activities do not challenge pupils consistently enough.
- Many pupils have a positive attitude towards their learning experiences. They embrace challenge and choose tasks and activities that extend their knowledge, skills and understanding independently. They justify their choices logically and maturely.
- On the whole, teachers' feedback supports pupils to make suitable progress in their learning. Where this is less effective, feedback tends to focus on spelling and grammar rather than on important task-specific aspects.

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Teachers use a good range of questioning techniques that reinforce learning points and challenge pupils to reflect on their learning. In the best examples, questions probe pupils' understanding, encourage pupils to think critically and support pupils to expand on their answers.

Ensure that self-evaluation processes focus on the impact of teaching on learning

- Leaders arrange a range of suitable self-evaluation activities that identify strengths and areas for improvement. These include looking at pupils' work, analysing assessment outcomes and discussions with pupils about their learning.
- Leaders share the outcomes of quality assurance processes with teachers. This provides teachers with a suitable understanding of improvements required to enhance pupils' learning experiences and to support them to make progress in skills.
- Leaders acknowledge the importance of strengthening the role of governors in self-evaluation processes to develop their understanding of the quality of teaching and learning across the school.
- Leaders recognise the need to strengthen self-evaluation activities to ensure a clearer focus on the impact of teaching on learning.

The school's/PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6622267>

Yours sincerely



Liz Miles

Assistant Director