

A report on

Ysgol Porth y Felin

**Ffordd Llanrwst
Conwy
LL32 8FZ**

Date of inspection: February 2026

by

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

This report is also available in Welsh

About Ysgol Porth y Felin

Name of provider	Ysgol Porth y Felin
Local authority	Conwy County Borough Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	319
Pupils of statutory school age	255
Number in nursery classes	32
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 the primary sector is 22.9%)	16.7%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)	9.0%
Percentage of pupils who speak Welsh at home	9.4%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2018

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Date of previous Estyn inspection (if applicable)	22/10/2018
Start date of inspection	23/02/2026

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

Ysgol Porth y Felin is a caring school that places a high priority on the wellbeing and development of all pupils. Leaders have established a clear and coherent vision that promotes the principle that every child "believes, respects and succeeds". This vision is communicated effectively to pupils, staff, parents and the community, contributing to positive behaviour across the school.

The provision for supporting pupils with additional learning needs is effective. Staff, parents and external agencies work together effectively to provide additional and timely support for these pupils. As a result, most pupils, including those that attend the 'Yr Elen' class, make sound progress from their starting points.

The curriculum is broad and rich, and develops pupils' awareness of their heritage and identity successfully. They are provided with beneficial opportunities to discuss moral and spiritual issues, as well as experiences that foster respect for diversity. Teachers plan interesting tasks that develop pupils' literacy, numeracy, digital and creative skills successfully. In the most effective practices, high expectations and activities that challenge pupils appropriately support them to achieve the best of their ability. However, these strongest practices are not rooted consistently enough across the school.

Most pupils' English literacy skills are strong, and they apply their mathematical and digital skills confidently in a variety of contexts. However, pupils' Welsh oral skills do not develop effectively enough across the school.

Leaders use suitable self-evaluation processes to identify strengths and improvement priorities. However, the actions to address the areas for improvement are not always clear enough. Governors are supportive and provide appropriate challenge.

Recommendations

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

- R1 Strengthen improvement processes in addressing the school's priorities
- R2 Ensure that the most effective teaching practices are consistent across the school and ensure that activities challenge pupils appropriately
- R3 Ensure regular opportunities for pupils to improve their Welsh oracy skills

What happens next

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

Main evaluation

Ysgol Porth y Felin is an inclusive community that places a strong emphasis on pupils' wellbeing. Leaders have established a clear and purposeful vision with the ambition that all pupils 'believe, respect and succeed'. They share this vision effectively with staff, parents and the wider community. This contributes successfully to positive behaviour among pupils.

The arrangements for supporting pupils with additional learning needs (ALN) are effective. Leaders and staff work diligently with pupils, parents and external partnerships to ensure that support is timely and meets pupils' needs well. As a result, most pupils with ALN, including those that attend the 'Yr Elen' class, engage fully in their learning and make sound progress, over time.

Teachers provide interesting learning experiences that promote pupils' understanding of their heritage and identity effectively, for example by visiting and studying the characteristics of Conwy Castle. Teachers provide sensitive opportunities for pupils to worship together and discuss important issues, such as relationships and diversity. Regular visits, such as to the local church, encourage pupils to develop positive attitudes to spiritual awareness and moral issues. This supports pupils to develop their awareness of different identities successfully. In addition, the school's curriculum develops pupils' creative and artistic skills effectively.

Across the school, teachers and assistants foster productive working relationships with pupils. Teachers share the learning objectives and question pupils purposefully. This builds on their previous learning beneficially and extends their knowledge and understanding of different aspects further. As a result, many pupils demonstrate positive attitudes and enjoy learning. Teachers plan engaging learning tasks that spark many pupils' interest, providing purposeful opportunities to develop literacy, numeracy, digital and creative skills successfully. In the best practices, there is a purposeful pace to the learning sessions and high expectations from staff ensure a suitable challenge in activities which support pupils to make sound progress. However, there is not enough consistency in the most effective teaching practices across the school.

Most pupils' English oral skills, including those from low-income households and those with ALN, are robust. Most of the youngest pupils speak enthusiastically as they explain what colour is created when paint is mixed. By the top of the school, most pupils develop their speaking skills confidently, for example when discussing how they have created a piece of work by using a range of pictures and ready-made materials.

Most pupils' English writing skills are good. The youngest pupils write simple sentences with clear and meaningful expression by using intelligent punctuation, for example when writing the imaginary story of the 'three little rabbits'. By the top of the school, many pupils have a good grasp of purpose, audience and form and apply this understanding confidently to different purposes and contexts, for example when writing a critique of a famous work of art.

Most pupils understand simple instructions in Welsh and respond appropriately, at times. However, across the school, pupils' Welsh oral skills do not develop effectively enough.

Most pupils' mathematics and numeracy skills develop robustly. From a young age, they recognise numbers skilfully and use their knowledge of the properties of regular shapes confidently. As pupils move through the school, they build purposefully on their number skills while solving 'real life' problems with increasing confidence.

Most pupils' digital skills are sound. The youngest pupils use art programs confidently to create a picture of the smallest house in Conwy. By the top of the school, most pupils build on their skills successfully, for example by creating purposeful websites to present the virtues of the seven wonders of the world.

Through various committees, pupils work together successfully to contribute their ideas about how to improve provision across the school. The Criw Cymraeg holds a 'silent' disco to raise pupils' awareness of Welsh songs and strengthen the sense of Welshness in school.

Leaders have established suitable self-evaluation arrangements to monitor the provision and pupils' skills. They use a wide range of evidence to identify the school's strengths and areas for development. In addition, middle leaders cooperate effectively to scrutinise each other's books and observe learning sessions. This arrangement helps to ensure that staff have a clear awareness of the school's strengths and the areas for improvement. However, the improvement processes do not always identify the actions clearly enough in addressing the school's improvement priorities. The school has robust procedures in place to support pupils' attendance and punctuality, and pupils' attendance has improved over time. However, the rates of persistent absence of a few pupils remain too high.

Purposeful professional learning activities support staff's development of knowledge, understanding and skills effectively. Specific training for teachers on feedback, for example, has developed their understanding effectively of how to support pupils to identify what they have done well and what they need to do to improve their work. This supports pupils to make robust and timely progress in their skills.

Governors are very supportive of the school and know the school and the community it serves well. They offer appropriate support and challenge to leaders. Through an

appropriate range of monitoring activities, such as scrutinising pupils' work and discussing with leaders, they have a suitable understanding, on the whole, of the school's strengths and areas for improvement. They manage the school's resources carefully.

'Friends of the school' are very supportive and contribute purposefully to the life and work of the school. By holding events such as an Easter bingo and summer fairs, they use the proceeds to improve the school's facilities, such as ordering climbing frames for the playground. This, in turn, supports the school to improve pupils' physical skills effectively.

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/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.

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