



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

**A report on**  
**Ysgol Dyffryn yr Enfys**

**Ffordd Llanrwst**  
**Dolgarrog**  
**Conwy**  
**LL32 8QE**

**Date of inspection: April 2024**

**by**

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

**This report is also available in Welsh.**

**This inspection was undertaken as part of trying out our new inspection arrangements. As a result, this report may be slightly different in format to other published reports for providers in the sector.**

## About Ysgol Dyffryn yr Enfys

Name of provider	Ysgol Dyffryn yr Enfys
Local authority	Conwy County Borough Council
Language of the provider	Welsh
Religious character	N/A
Number of pupils on roll	107
Pupils of statutory school age	85
Number in nursery classes	13
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.7%)</i>	22.6%
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 13.2%)</i>	10.6%
Percentage of statutory school age pupils who speak Welsh at home	32.9%
Percentage of statutory school age pupils with English as an additional language (categories A-C)	0.0%
Date of headteacher appointment	01/09/2019
Date of previous Estyn inspection (if applicable)	N/A
Start date of inspection	30/04/2024

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](https://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

Leaders at Ysgol Dyffryn yr Enfys have established a robust vision and ethos based on providing stimulating and rich learning experiences that encourage pupils to thrive and become immersed in their learning. The conscientious team of staff have high expectations and work together diligently to develop provision to ensure the best possible well-being and progress for all pupils.

Across the school, teachers use a range of effective teaching methods that move learning forward successfully. They forge a good working relationship with pupils and identify their needs well. Valuable opportunities are provided for pupils to influence what they learn. On the whole, teachers do not provide regular opportunities for pupils to make independent choices about how to complete tasks and present their work.

The interesting and rich learning experiences promote the development of pupils' literacy and digital skills purposefully and they apply their skills confidently across the curriculum. Provision for developing pupils' Welsh speaking skills is an obvious strength. Regular opportunities are used to enrich pupils' language purposefully and most develop to become skilful Welsh speakers. Pupils make sound progress in their numeracy skills over time. However, teachers do not provide regular enough opportunities for pupils to develop their data skills in full.

Leaders monitor the quality of provision continuously and respond firmly to areas for improvement. The governing body is extremely supportive of the school and shows an appropriate understanding of their responsibilities.

Provision for pupils with additional learning needs (ALN) is strong. Staff identify pupils who need support at an early stage and provide timely support programmes. Staff work closely with parents to monitor progress and identify the next steps in learning.

## Recommendations

We have made 2 recommendations to help the school continue to improve

- R1 Provide regular opportunities for pupils to develop the full range of data skills
- R2 Ensure regular opportunities for pupils to make independent choices about how they complete tasks and present their work

## What happens next

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

## Main findings

Ysgol Dyffryn yr Enfys is notable for its wonderful ethos where ensuring the well-being and progress of all pupils are ongoing priorities. The extremely attractive learning environment encourages pupils to become completely immersed in their learning and thrive within the happy and bustling community. Pupils' behaviour is excellent and they treat each other with commendable respect, courtesy and affection. Leaders promote an ethos of safeguarding successfully and pupils feel happy and safe during their work and play. They take pride in their school and the support and opportunities they are given.

The headteacher is a firm, conscientious and inspiring leader. She has a clear vision based on providing interesting and rich learning experiences that spark pupils' imagination and engage and hold their interest skilfully. Since Ysgol Dyffryn yr Enfys was established, the headteacher has shared this vision successfully and incorporated the principles into every aspect of the school's life. The headteacher is supported by a dedicated team of staff who work together diligently to establish a stimulating learning environment which focuses on promoting the best well-being and progress for all pupils. Staff have adopted the headteacher's vision and high expectations to ensure that a clear sense of purpose and a culture of continuous improvement are an integral part of the school's work.

Value is placed on promoting the well-being of all pupils. Pupils feel safe and comfortable at school and are happy to share any worries they have with their peers or staff. Pupils in the nursery class, for example, use the dedicated area to share their feelings and emotions when they arrive at the class in the mornings. This enables staff to identify any concerns at an early stage and provide appropriate support, where necessary. Staff have high expectations in terms of pupils' behaviour and treat pupils with empathy and fairness. They provide regular opportunities for pupils to consider ethical and social aspects, in addition to fair consideration of their personal beliefs. Pupils respond extremely positively to the continuous support and, as a result, their behaviour and attitudes to learning are excellent, almost without exception.

A majority of pupils begin their time at the school with language and social skills that are below what is expected for their age and stage of development. As a result of robust teaching across the school, most pupils, including those with ALN, make good progress in their learning over time. Teachers have high aspirations for all pupils and set clear objectives for learning. They establish an effective working relationship with pupils based on mutual trust and respect. As a result, staff have a secure understanding of individual pupils' needs and meet them purposefully. Across the school, staff provide beneficial feedback that supports most pupils to know how well they are doing and how to improve their work. Most pupils respond positively to the feedback given and make appropriate improvements to their work.

Teachers provide beneficial opportunities for pupils to influence what they learn within their termly themes. Purposeful opportunities are provided for pupils to contribute ideas and questions about what they would like to discover and learn at the beginning and during their themes as new ideas emerge. As a result, most pupils have a strong sense of ownership of their experiences and apply themselves

enthusiastically to their activities. However, on the whole, teachers do not provide regular opportunities for pupils to make independent choices about how to complete tasks and present their work.

Provision to develop pupils' Welsh speaking skills is an obvious strength.

## **Cameo**

### **Provide effectively for the development of pupils' Welsh language skills**

Staff communicate with pupils by using polished Welsh and are passionate and enthusiastic about immersing pupils in the language. They promote pupils' knowledge of vocabulary and common language patterns by singing nursery rhymes and songs regularly. Pupils apply their skills successfully; for example, they use gestures and vary their tone of voice confidently when retelling the story of the three little pigs in the small world area. Regular opportunities, such as 'idiom of the week', are used to enrich pupils' language purposefully and, as a result, they develop into skilled speakers who take pride in their Welshness and their ability to speak Welsh.

Staff provide an interesting and stimulating curriculum that promotes the development of pupils' literacy and digital skills successfully. Priority is given to developing pupils' reading skills, which supports most of them to make strong progress. By Year 2, they read fluently and use purposeful strategies when reading less familiar words. There are purposeful opportunities for the youngest pupils to experiment with mark marking and with a range of genres. This, in turn, motivates pupils to develop as confident authors over time. As teachers support the development of pupils' writing skills, Year 3 pupils, for example, write interesting diaries and suggest imaginative vocabulary to convey personal feelings and show empathy towards Jack from the story of Jack and the Beanstalk.

Pupils make sound progress in their mathematics skills over time and apply a range of numeracy skills confidently in interesting and practical contexts. For example, the oldest pupils choose appropriate equipment and suitable methods to calculate the area of their classroom. However, teachers do not provide regular enough opportunities for pupils to develop their data analysis skills effectively enough over time.

Provision to support pupils with ALN is one of the school's notable strengths. Staff identify pupils who need support at an early stage and provide purposeful support programmes in a timely manner. Individual support sessions are planned carefully and meet pupils' specific needs well. Staff motivate and praise pupils masterfully while supporting them to develop their writing skills, for example. This contributes successfully to raising pupils' self-confidence to learn and promotes their resilience and personal expectations successfully. Staff work closely with parents to monitor progress and discuss the next steps in learning. A wide range of external agencies are used effectively, such as the language therapist and nurture experts, to enrich provision further. The comprehensive provision begins in the nursery and continues throughout the school and, as a result, contributes to the strong progress made by most pupils who need specific support with their learning.

Leaders have established comprehensive arrangements for monitoring the quality of provision. They analyse information from monitoring activities carefully and, as a result, they have a good understanding of the school's strengths and areas for improvement. One obvious strength within these arrangements is the way in which leaders pay timely attention to areas for improvement. For example, after evaluating provision for developing pupils' digital skills, the school has provided specific support immediately to promote the improvement of pupils' coding skills across the school.

The school has established effective partnerships with parents, the wider community and local schools. Pupils are enthusiastic about opportunities to visit a local club for the area's older residents to talk and share experiences. They build purposefully on the relationship by inviting the residents to the school for a picnic and having an opportunity to enjoy a cup of tea or coffee and the fruit kebabs that have been prepared carefully by the pupils.

Working effectively with local schools provides valuable opportunities to develop staff's knowledge and understanding of different aspects of teaching and learning. For example, teachers work with staff from other schools to develop a summary of expectations for pupils' progress in mathematics for each school year. This encourages staff to expand their aspirations and share effective practices.

The governing body is extremely supportive of the school and shows an appropriate understanding of their responsibilities. They have suitable knowledge of the school's strengths and areas for improvement. However, not all members of the governing body scrutinise and evaluate the provision regularly enough. Governors who work closely with the headteacher respond firmly to the challenges facing the school. They respond purposefully to ensure appropriate use of the school's funding and resources.

### **Additional information**

The school's arrangements for safeguarding pupils 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.

The school's arrangements for the safety of the site are not a cause for concern.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents 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 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).**