



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

**A report on**

**Ysgol Glanwydden  
Derwen Lane  
Penrhyn Bay  
Llandudno  
Conwy  
LL30 3LB**

**Date of inspection: November 2019**

**by**

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

## About Ysgol Glanwydden

Ysgol Gynradd Glanwydden is situated on the outskirts of Penrhyn Bay, near Llandudno in Conwy local authority. The school serves the villages of Penrhyn Bay, Glanwydden, Bryn Pydew, Llanrhos and Penrhyn-side in the main, although some pupils also come from Llandudno and Rhos-on-Sea. There are 315 pupils between 3 and 11 years old on roll, including 41 nursery age pupils who attend on a part-time basis. The school is an English-medium school in the main, but makes extensive use of the Welsh language.

On average over a three-year-period, slightly above 3% of pupils have been eligible for free school meals. This is significantly lower than the national average of 18%. The school has identified that slightly below 19% of pupils have special educational needs. This is lower than the national figure of 21%. Most pupils come from English-speaking homes, but around 14% come from Welsh-speaking homes.

The current headteacher was appointed in September 2012 and the last inspection was held by Estyn in January 2014.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

The school is an inclusive and caring community, in which the headteacher and his staff create a welcoming, supportive and hardworking environment for pupils. Many pupils, including those with special educational needs, make sound progress during their time at the school. As a result of the prominent emphasis on drama, music and art, most pupils develop very good creative skills and their information and communication technology (ICT) skills are sound.

Teachers prepare lessons that engage pupils' interest successfully. On the whole, they plan a range of experiences that respond to their needs effectively. However, they do not take advantage of every opportunity to develop pupils' writing skills in the foundation phase and, at times, expectations of them are not high enough.

Under the headteacher's robust leadership, leaders and staff have a clear vision that is based on the values of 'care, respect, effort and success', and a Welsh ethos that is prominent throughout the school. Leaders take part in a suitable range of self-evaluation activities. However, the school's improvement processes are not always incisive enough to identify or address areas for improvement.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Adequate and needs improvement</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Adequate and needs improvement</b>

## **Recommendations**

- R1 Improve the effectiveness of all leaders in implementing monitoring and planning for improvement procedures, and ensure an appropriate focus on pupils' standards
- R2 Refine progress-tracking procedures to enable staff to provide an appropriate level of challenge for all groups of pupils consistently
- R3 Ensure that teachers' expectations are high enough to enable all pupils to achieve to the best of their ability
- R4 Plan purposefully to provide challenging opportunities for pupils to apply their literacy and numeracy skills across the curriculum, particularly in the foundation phase

## **What happens next**

The school will produce an action plan to show how it will address the recommendations. Estyn will review the school's progress.

## Main findings

### Standards: Good

On entry to the school, many pupils have English communication skills that are in line with, or higher than, the standard expected for their age. During their time at the school, many pupils, including those with special educational needs, make sound progress from their starting points. However, pupils do not always achieve to the best of their ability.

Most pupils in the foundation phase listen attentively and speak confidently about their activities in English. By Year 2, they explain their activities enthusiastically, for example when discussing which materials to use to create a raft that can float. They build on their oral skills purposefully as they move through key stage 2. By Year 6, most speak confidently and maturely while adapting their language purposefully for the audience. Effective examples of this are the class presentations on subjects such as dangerous animals, or how the internet has changed our lives. Across the school, most pupils develop a very sound understanding of the Welsh language and follow instructions very well. In the nursery and reception classes, most use familiar language patterns confidently, for example when discussing the weather. By the end of key stage 2, a majority of pupils use varied vocabulary and language patterns skilfully when discussing their work, and their use of the Welsh language in more informal situations is developing successfully.

In the foundation phase, most pupils develop a sound awareness of phonics. They use their knowledge soundly when they begin to identify new words, for example when setting out the story of 'The Very Hungry Caterpillar' in the nursery and reception classes. By Year 2, most read confidently and with expression, and discuss their stories confidently. Across key stage 2, most pupils build on their reading skills successfully. Overall, many pupils' higher order reading skills are developing effectively, and they gather and compile information from different sources confidently, for example to enable them to write an information leaflet about the constellations. Across the school, many pupils develop their Welsh reading skills soundly, in line with their age and ability.

In the nursery and reception classes, many pupils develop sound early writing skills. By the end of the reception class, more able pupils write simple sentences effectively when writing about their visit to the zoo. However, pupils do not build on their skills consistently enough as they move through the foundation phase. Across key stage 2, many write intelligently in a wide range of writing forms, for example when writing a diary from the perspective of a character from a novel in Years 3 and 4. By Year 6, many pupils write interestingly for different topics in Welsh. An effective example of this is the description of a character from Capel Celyn.

Most pupils make sound progress in developing their numeracy skills. They recognise numbers from an early age in the foundation phase and, by the end of Year 2, they order numbers to 100 confidently. Most measure correctly, for example when using blocks to measure the length of a 'snake', or a digital ruler to measure the length of different objects to the nearest centimetre. By the end of key stage 2, most understand number concepts well and use them confidently. They handle data

with increasing accuracy, for example when drawing graphs in their science books. However, on the whole, pupils do not use their mathematical knowledge to the same level when applying their numeracy skills to support their learning across the curriculum.

Most pupils develop their information and communication technology (ICT) skills soundly across the school. In the foundation phase, for example, most use a programmable toy suitably to develop their early control skills, and use a data-handling package appropriately to create a simple block chart. They use art software successfully to create a picture of a pirate ship and add suitable sentences. In key stage 2, most pupils create digital presentations skilfully and use spreadsheets successfully, for example to analyse data on traffic in the local area.

Most pupils' standards of creativity are a strong feature of the school. Most develop very good art skills, for example by considering tone and colour when drawing fruit. Most pupils develop musical skills successfully, for example by composing suitable music in response to a visual prompt. They perform confidently, for example by role-playing a journalist when describing the effect of climate change on our planet.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils show exceptional manners when interacting with their peers and adults. They are very welcoming and friendly towards adults and visitors, and speak confidently about their pride in their school. They are polite and respect each other's contributions from an early age. Nearly all pupils are happy at the school and feel safe there, and know whom to approach if they have any concerns. Nearly all pupils throughout the school have a thorough understanding of how to stay safe online. They know to keep their accounts and passwords private and not to respond to negative comments or strangers.

Nearly all pupils' understanding of the importance of eating healthily develops very well from a young age. For example, a group from the reception class sort healthy foods and those that are not as healthy, and discuss their choices simply. Nearly all express the importance of a balanced diet effectively, including naming some of the food groups, and show a sound understanding of the importance of exercise in order to stay healthy.

In the foundation phase, nearly all pupils show an energetic willingness to undertake leadership roles in their classes. For example, they show pride and confidence when undertaking the role of 'helper of the day', and nearly all pupils are keen to take turns. Pupils who undertake leadership roles are beginning to contribute appropriately to the development of the school by gathering and prioritising suggestions on various ways to improve some aspects that are important to them. The digital leaders are very effective and are developing sound leadership in a specific area by supporting pupils and staff regularly. However, as yet, pupils' leadership roles do not have enough of an effect on strategic improvements to the school.

Through their class studies, most pupils' knowledge of global citizenship and their understanding of other cultures are developing soundly. For example, pupils in Years 5 and 6 gain important knowledge while studying the effect of climate change. Many pupils have a good awareness of different religions and show tolerance and equality towards others.

Nearly all pupils behave well during lessons and take increasing responsibility for the effect of their behaviour on their learning. They settle quickly in most lessons and show a willingness to learn. Nearly all pupils' behaviour is of a high standard as they move around the school and in assemblies.

Most pupils discuss their work confidently with adults. Across the school, nearly all pupils have an intelligent knowledge of mindfulness and how this helps them to persevere with their work. They show resilience when facing challenges. Nearly all pupils develop independence while learning. For example, foundation phase pupils work together independently to complete tasks in the learning areas by following instructions and success criteria that are presented by cartoon characters. Most pupils in key stage 2 show pride in their work. When they are given an opportunity to do so, they enjoy choosing their working method and presenting what they have produced to their peers.

Many pupils are beginning to contribute positively to the direction of their learning by asking questions at the beginning of a theme. In Years 3 and 4, the question 'why do ships float but stones sink' was asked, which formed a scientific investigation in the class. As a result, they have greater ownership of their learning. Most pupils across the school enjoy working together as talking partners and are beginning to trust each other for support. Nearly all pupils in key stage 2 work effectively as a group to produce work of a high standard and respect the contributions of other members of the group, for example when planning and creating a model of a lighthouse.

### **Teaching and learning experiences: Adequate and needs improvement**

The classrooms are welcoming and stimulating spaces that encourage pupils to learn. Teachers and assistants have a hardworking relationship with pupils and they respect each other well. Teachers have sound subject knowledge and are supported effectively by their assistants. Teachers prepare lessons that engage pupils' interest successfully. However, at times, they do not have high enough expectations and, as a result, not all pupils develop to the best of their ability.

Across the school, teachers present interesting themes to pupils and provide valuable opportunities for them and their parents to contribute to the direction of learning. For example, following an idea from one pupil, some pupils from the foundation phase went for a walk to the local beach to search for treasure with a metal detector as part of the 'Pirates' theme.

In the foundation phase, teachers plan a range of activities that stimulate pupils effectively. Overall, the principles of the foundation phase have been developed soundly. Teachers succeed in coaching pupils to go to the different areas in the classroom and work independently. In the best practice, they provide rich opportunities for pupils to apply their skills as they tackle purposeful challenges. For example, Year 2 pupils use an animation app to show a pirate sailing his ship to an island to search for treasure. However, there are not enough opportunities for pupils to record independently, and the level of challenge in the areas is not always high enough. Staff have recently worked on developing the outdoor area and, as a result, there is a suitable range of experiences available there for pupils. A prominent emphasis is placed on providing a curriculum that celebrates Welsh history and culture, for example by studying the theme of Welsh Princes.

In key stage 2, schemes of work help teachers to ensure that the full range of curriculum subjects is given due attention. In a few classes in this stage in which teaching is at its best, teachers encourage pupils to respond to challenging tasks independently by choosing a range of different ways of working. For example, teachers give Year 6 pupils opportunities to present work on climate change by acting, creating a poster, writing a poem or by creating digital presentations. Pupils benefit from a wide range of practical activities, which help them to apply their skills and work together, for example by filling measuring cylinders with water to find the capacity of different bottles.

Teachers plan very effectively to develop pupils' creative skills throughout the school. This is a strong element of the school's work and there are purposeful opportunities for pupils to act, compose and make artwork regularly. They are given beneficial opportunities to develop their ICT skills throughout the school. For example, Year 2 pupils open, read and respond to e-mails from a pirate, while Year 6 pupils create attractive presentations on climate change skilfully. Provision for pupils to apply their literacy and numeracy skills across the curriculum is inconsistent, and the level of challenge is not always enough to challenge pupils increasingly. The Welsh environment that exists within the school is one of its strongest features. All members of staff model language accurately, which helps pupils to develop their Welsh oral skills very successfully.

Many teachers question pupils skilfully at the beginning of learning sessions to discover that they already know and to move learning forward. They provide appropriate opportunities for pupils to evaluate their own work, and they are given a few suitable opportunities to evaluate their peers' work. Teachers provide pupils with appropriate feedback. However, opportunities for pupils to reflect on their work and make improvements following feedback are limited.

### **Care, support and guidance: Good**

The school is a caring, friendly and familial community that promotes equal opportunities for all pupils. Staff encourage pupils to work together as one community and to be responsible citizens who are ready to help others. A good example of this in relation to the climate change study is the way in which pupils work with the community to collect litter from a local beach.

The school provides valuable opportunities for pupils to make decisions about what they learn. For example, it includes pupils and parents in initial discussions when introducing new themes, and includes pupils' ideas when planning work for the term. This engages pupils' pride and sense of ownership.

The school has effective arrangements to promote eating and drinking healthily. The curriculum, physical education lessons and extra-curricular activities ensure that pupils understand the advantages of regular exercise. This, and the valuable and successful working relationship between the school and parents, has a positive effect on pupils' understanding of issues relating to their health and wellbeing. The school informs parents regularly about the school's activities and events. Events are held to ensure parents' involvement in their children's education, for example an online safety workshop. The school listens to parents' views and responds supportively to their ideas. This is supported successfully by the parent-teacher association, as it raises a significant amount of money to purchase resources, such as technological equipment.



Provision for personal and social education is strong, and the school provides valuable opportunities for pupils to express their opinions and feelings in various ways, including questionnaires and an ideas post box. As a result, most pupils develop a sound understanding of safety, personal health, respect and the importance of considering each other's views. They celebrate a variety of different days during the year, for example Mothering Sunday and St David's Day. Teachers plan valuable opportunities for pupils to celebrate other cultures around the world, for example the Chinese New Year and Diwali.

The school promotes pupils' respect and tolerance effectively by providing opportunities for them to reflect on spiritual and moral aspects. A strong element is the prominent emphasis on mindfulness. Pupils are given valuable lessons to help them to understand how the mind works, why we respond the way that we do and how we can control and manage our mental wellbeing.

Staff develop pupils' creative skills very well. As a result, pupils complete artwork of a high standard. Murals and colourful, multimedia displays around the school celebrate pupils' art achievements effectively. A typical example of this includes attractive pictures produced by pupils in the style of local and international artists.

The Welsh dimension and use of the local area are promoted effectively in the school's curriculum and themes. Teachers organise a wide range of visits and activities in order to develop pupils' awareness of Welsh history and culture. For example, they have visited a local church, Betws-y-coed and Alwen Reservoir, and take part in activities that are organised by the Urdd.

The quality of provision for pupils with special educational needs is thorough and effective. This is a strong feature of the school's work. Individual learning plans for pupils with special educational needs are purposeful and useful. The school has a successful partnership with other agencies that provide staff with specialist support and advice. As a result, the school provides individuals with valuable support, according to their needs, including their emotional and social needs. This contributes successfully towards creating the caring and familial ethos that exists within the school. Although the school has procedures to track pupils' progress, they are not incisive enough to enable staff to provide an appropriate level of challenge for all groups of pupils consistently.

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

### **Leadership and management: Adequate and needs improvement**

Leaders have a clear vision for the school, which is based on creating a safe learning environment for pupils within a Welsh ethos. They share this vision successfully with pupils, staff, governors and parents. They have created a strong ethos of teamwork. Staff have clear roles and responsibilities, and act on them conscientiously. There is a strong emphasis on developing the Welsh language and Welsh culture among pupils. This has a very positive effect on pupils' understanding and use of the Welsh language across the school.

Senior and middle leaders are developing their responsibilities gradually in terms of improving different areas of teaching and learning. For example, the ICT leader provides staff with guidance and support on developing pupils' ICT skills. This has had a positive effect on staff's confidence in using ICT in their lessons and on pupils' skills in this area. However, middle leaders do not always take a strategic enough role in monitoring and evaluating standards in their areas of responsibility.

Leaders have established a suitable range of self-evaluation procedures in order to identify many strengths and areas for improvement. These include lesson observations, scrutinising books jointly with members of the school council, and informal discussions in meetings. However, these procedures do not focus clearly enough on evaluating pupils' standards. As a result, leaders have not identified that provision is not challenging enough to ensure that pupils achieve to the best of their ability. There is an appropriate link between the outcomes of the self-evaluation procedure and the priorities in the school development plan. Overall, there are a reasonable number of targets for improvement and leaders evaluate progress against them regularly. These procedures have led to improvements in many areas for improvement. For example, a focus on developing discussion partners has ensured that pupils take greater responsibility for their learning and persevere to overcome challenges before seeking support from an adult. However, overall, planning for improvement procedures are not always incisive enough and do not always include decisive enough actions to enable staff to understand exactly what needs to be done to improve provision further and raise pupils' standards.

Governors are supportive of the school and show pride in its Welsh ethos and atmosphere. They have a suitable understanding of their roles and responsibilities, and use a various types of evidence appropriately to identify the school's strengths and areas for improvement. They are beginning to use information that derives from the headteacher's reports and visits to the school to challenge leaders appropriately.

Beneficial training activities are provided to address staff's professional needs, in line with the school's priorities and their individual performance management objectives. An effective example of this is the use of the expertise of a particular member of the school's staff to improve their colleagues' confidence and develop their understanding of the changes to special educational needs procedures. Learning assistants have received valuable training on conducting learning interventions. They cascade information effectively to other staff and use their expertise to conduct sessions, which have a positive effect on pupils' literacy and numeracy skills. The school has suitable performance management procedures that place an effective focus on developing staff professionally. However, leaders do not use these procedures rigorously enough to hold teachers to account for pupils' standards or the quality of teaching.

On the whole, leaders manage the school's resources effectively. For example, work on developing the foundation phase's outdoor area ensures relevant opportunities for pupils to apply their skills in this area successfully. Leaders use the pupil development grant effectively to provide additional support for pupils in their literacy and numeracy skills. This has a positive effect on ensuring that all of these pupils achieve well.

## 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 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 and middle leaders 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 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, 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' wellbeing, 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

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

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

© Crown Copyright 2020: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 30/01/2020