



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

A report on

Ysgol Pant-Y-Rhedyn

**Ffordd Penmaenmawr
Llanfairfechan
Conwy
LL33 0PA**

Date of inspection: October 2022

by

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

This report is also available in Welsh.

About Ysgol Pant-Y-Rhedyn

Name of provider	Ysgol Pant-Y-Rhedyn
Local authority	Cyngor Bwrdeistref Sirol Conwy
Language of the provider	English with significant Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	157
Pupils of statutory school age	157
Number in nursery classes	
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 Primary is 23.0%)	23%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)	23.6%
Percentage of pupils who speak Welsh at home	31.8%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2007
Date of previous Estyn inspection (if applicable)	01/02/2014
Start date of inspection	24/10/2022

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.

Overview

Ysgol Pant-Y-Rhedyn is a caring and inclusive learning environment. The headteacher and staff have a shared vision reflected through the school's motto 'through effort, I will succeed'. Pupils feel safe and listened to at school. Nearly all behave very well during lessons, at play times and when they move around the school building. They benefit from the school's strong focus on health and well-being. They succeed in inspiring pupils to learn and engage well in lessons. As a result, during their time in the school, nearly all pupils make sound progress from their starting points.

Pupils make good progress in developing digital skills, such as learning to use coding to run simple programs. Most make sound progress in developing an understanding of mathematical concepts and apply their numeracy skills suitably in their work across the curriculum. Most develop literacy skills in English well during their time in the school, although the opportunities they receive to write independently in cross-curricular contexts is often too limited. Nearly all pupils make suitable progress in understanding information shared with them in Welsh, but a majority are reluctant to respond in Welsh. In general, pupils' Welsh speaking skills are underdeveloped.

Teachers plan and deliver engaging lessons as part of a broad and balanced curriculum. In the strongest examples, they provide challenging activities that encourage pupils to develop their knowledge and apply their skills meaningfully. However, tasks are not always challenging enough. Teachers make effective use of questioning to develop pupils' understanding and to assess their progress in lessons. They have recently begun to provide pupils with more valuable opportunities to develop their work in response to written feedback, but this is at an early stage of development.

The school is well led. Leaders create and maintain a culture of teamwork successfully. As a result, staff plan together and regularly reflect on their teaching and learning. For example, they introduce new teaching approaches while introducing the Curriculum for Wales. Leaders have well embedded processes for self-evaluating the school's work. As a result, they have a sound understanding of the school's strengths and areas for development.

Recommendations

- R1 Provide more opportunities for pupils to develop and apply Welsh speaking skills
- R2 Consistently provide a suitable level of challenge for pupils in lessons
- R3 Increase opportunities for pupils to improve their work in response to feedback

What happens next

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

Main evaluation

Learning

Nearly all pupils make sound progress from their starting points, including those with additional learning needs (ALN) and those eligible for free school meals. They develop appropriate literacy, numeracy and digital skills during their time in the school.

Most pupils develop listening and speaking skills in English well. They respond to questions suitably, elaborating on their answers and giving opinions. They communicate clearly with adults and talk about the work they have enjoyed with enthusiasm. Most younger pupils develop reading skills in English well, and by Year 3 and Year 4, many take good account of punctuation when reading texts. Many in Year 5 and Year 6 read with a good degree of fluency and expression. They use their reading skills to find information competently, for example to research Welsh castles online.

Many pupils develop English writing skills appropriately and write with increasing accuracy. They begin to choose words for effect and write in a growing range of different forms. When given the opportunity, many apply their writing skills suitably in their work across the curriculum. For example, pupils in Year 3 and Year 4 write a report about what happened to the eggshells they placed in sugary liquids, and pupils in Year 5 and Year 6 write biographies of Owain Glyndwr using mature expression and punctuation. However, too often pupils' writing in their work across the curriculum is limited by writing frames that limits them from writing extended pieces with freedom and creativity.

Nearly all pupils follow day-to-day instructions conveyed to them in Welsh and acquire a growing understanding of key vocabulary and simple patterns during their time in the school. Many convey simple information about themselves, although a minority require prompts to answer in full sentences. A few respond in Welsh to discussions during lessons. A majority are reluctant to speak Welsh spontaneously beyond using simple greetings. Overall, pupils make limited progress in developing Welsh reading skills, including reading comprehension. Many write simple Welsh sentences using prompts or writing frames and begin to write for different purposes. For example, they create a poster to advertise Welsh national parks that includes the key features in bullet point form.

Most pupils make sound progress during mathematics lessons. They develop a suitable range of numeracy skills that they apply well in their work across the curriculum. For example, pupils in Year 3 and Year 4 read thermometers accurately when recording the temperature of water during an investigation into insulators and create simple charts to show the percentage of different materials sent for recycling. Pupils in Year 5 and Year 6 apply number skills systematically to work out the reign of each Welsh Prince.

Nearly all pupils make good progress in acquiring and applying digital skills. They access and retrieve their own work online successfully. Nearly all pupils create attractive and informative digital presentations, for example to promote World Ocean Day. Many use spreadsheets suitably, for example to compare the numbers of

people who belong to different religions from census results. Most pupils develop their coding skills suitably, for example to programme a robotic toy they have built themselves.

Nearly all pupils develop creative skills appropriately. Pupils in Year 3 and Year 4 create Roman coins out of clay and older pupils produce pieces of art in the style of contemporary Welsh artists skilfully. Nearly all pupils develop physical skills well. For example, they take part in worthwhile athletics activities, orienteering sessions, and Welsh folk-dancing.

Well-being and attitudes to learning

Nearly all pupils show a strong ethos of mutual respect towards staff and each other. This ethos reflects the embedded school values of 'kindness, pride and respect' that are reinforced consistently during lessons and collective worship. Most pupils feel safe and listened to at school and are confident that any worries or issues will be dealt with effectively and promptly by staff. Pupils benefit from valuable learning activities that support their well-being. For example, they follow purposeful plans that support them to develop social skills, such as resolving conflicts.

Most pupils have a good understanding of how to keep themselves healthy and safe. They speak confidently about the benefits of a balanced diet and the importance of regular physical exercise. Most pupils develop a good awareness of how to keep safe at the seaside as part of the annual sea safety fortnight. They feel this is particularly beneficial given that they live in a coastal village. Most pupils also enjoy taking part in activities that promote healthy lifestyles such as the weekly mile.

Nearly all pupils are very respectful of each other and demonstrate excellent behaviour both in class and when moving around the school. This contributes to the polite and calm atmosphere that is evident throughout. Most pupils approach their lessons with enthusiasm and know how to prepare themselves effectively for learning.

Nearly all pupils enjoy their learning experiences and as a result show high levels of engagement and they concentrate for sustained periods of time on tasks. They work well with others and collaborate in pairs or larger groups successfully. Pupils are confident in taking on different roles and responsibilities within group tasks and nearly all work well with their peers to solve problems in their work.

Across the school, pupils show resilience and perseverance when completing new tasks. For example, when creating an animation based on the Celts and Romans, pupils persevered well to achieve their perfect frames. As a result of extensive learning around developing resilience and a positive learning and well-being mindset, nearly all pupils know what to do when responding to unfamiliar situations in formal and informal situations.

Nearly all pupils are aware of the importance of challenging themselves in their learning and are regularly encouraged to choose tasks that extend them from a series of options. However, these tasks do not always provide sufficient challenge, and a few pupils opt for the easier activities unnecessarily. When given the opportunity, most pupils begin to reflect thoughtfully on their learning, and some are beginning to demonstrate an awareness of what they need to do to improve their

work. In the strongest cases, pupils improve the accuracy and content of their work in response to teachers' feedback, however this practice is not fully embedded.

The school has recently re-established their inclusive pupil forums to provide opportunities for them to influence some areas of school life. Both the eco and school council members have a clear understanding of their roles and responsibilities. They have started to act on aims outlined in their plans, and this is starting to have a wider impact on the school. Nearly all pupils are beginning to develop as ethically informed citizens and have a suitable understanding of their rights. They contribute knowledgeably to class discussions on issues such as anti-bullying and have strong moral beliefs underpinned by the school values.

Pupils are attending school more regularly this year compared to last year, when the COVID-19 pandemic had a negative impact nationally on school attendance.

Teaching and learning experiences

Throughout the school, teachers and support staff foster strong working relationships with pupils. They use an effective range of teaching methods successfully, and as a result classrooms are busy and engaging learning environments.

Teachers engage pupils at the start of lessons with interesting introductions that inspire pupils. They make effective use of questioning to encourage pupils to think and to develop their answers, and model Welsh and English effectively. Teachers deliver lessons with a suitable pace, often providing starter activities that help introduce pupils to their lesson's main aim. For example, pupils discuss in pairs the question 'why were castles built?'. Teachers provide valuable opportunities for pupils to co-construct success criteria and demonstrate how good work should look. As a result, pupils understand how to respond to tasks well during learning activities.

Throughout the school, teachers provide valuable feedback to pupils verbally during lessons, and use a variety of techniques to gauge which pupils require additional assistance with their tasks. Recently, teachers have adopted a new method of providing written feedback. As a result, in the strongest examples, pupils improve the accuracy and content of their work. However, this practice is not yet fully embedded and the impact of written feedback on pupils' work is inconsistent.

Teachers across the school plan and deliver a broad and balanced curriculum through a series of interesting topics that include historical periods and questions such as 'what does Wales mean to me?'. They also identify valuable opportunities for pupils to celebrate diversity, for example when pupils make presentations about Black history month. Staff plan and deliver useful activities on different aspects of health and well-being, for example when pupils learn about changes to the body during puberty.

Teachers have recently introduced valuable opportunities for pupils to learn through enquiries as part of the termly topics. For example, pupils compared approaches to hygiene during different historical periods with those available today, to contribute to the question 'does the age we live in have an impact on our health?'. Such examples provide pupils with valuable opportunities to engage with challenging activities independently. However, in a few cases, activities provided for pupils do not provide enough challenge to support them to make sustained progress. Over-reliance on

worksheets limit opportunities for pupils to write at length in some cross-curricular contexts.

Overall, teachers provide suitable opportunities for pupils to develop and apply literacy and numeracy skills in their work across the curriculum. They provide a valuable range of activities that develop pupils' digital skills, for example when pupils use coding skills to create their own simple computer game. Overall, teachers plan suitable activities for developing pupils' Welsh language skills. However, the opportunities for pupils to speak Welsh are too infrequent to enable them to become confident Welsh speakers. As a result, a majority of pupils do not make enough progress in developing Welsh speaking skills over time.

The school has beneficial arrangements for tracking pupils' progress based on teachers' observation and analysis of pupil progress records. Teachers make valuable use of the information to provide additional support where necessary and adapt the planning to prioritise aspects of pupils' learning. They also take appropriate account of the views of parents and pupils when planning new themes. For example, by including the story of 'Gelert' in a recent theme after a pupil expressed an interest in the folktale.

Pupils benefit from a suitable range of offsite visits. For example, pupils in Year 5 and Year 6 visit an outdoor pursuits centre. As a result, pupils develop confidence and resilience such as through taking part in water sport activities.

Care, support and guidance

The school has a caring and inclusive family ethos where all staff help pupils to feel safe and valued. All staff know their pupils well and successfully promote the importance of good behaviour, courtesy and respect. This contributes well to the high levels of mutual trust.

Staff support pupils' emotional and social needs effectively. Learning support assistants provide effective individual and small group sessions that are closely tailored for the needs of identified pupils. The school has strong provision to support pupils' emotional health and well-being. For example, staff have received training to support pupils with their well-being and there are worthwhile opportunities for pupils across the school to learn about how to strengthen their self-esteem and develop their social skills.

The school delivers daily acts of collective worship that make a positive contribution to pupils' spiritual and moral development. Across the school, there is a suitable emphasis on inclusion and developing pupils' understanding of their human rights. The provision supports pupils to have good appreciation of equality, fairness and justice and how these concepts relate to their day-to-day lives. For example, older pupils explain why respect for everyone is important and explore the lives of people from different backgrounds and countries. An appropriate range of activities helps pupils develop an understanding of their identity, heritage and culture.

There are effective systems for tracking and monitoring pupils' progress and arrangements for identifying and responding to the needs of specific pupils. Support for pupils with additional learning needs is robust, and where appropriate, the school liaises well with external specialist agencies to support pupils and their families. The ALN co-ordinator helps teachers and support staff to tailor provision to meet the

needs of all pupils by implementing a wide range of additional learning programmes. For example, groups of pupils benefit from additional support to strengthen their basic literacy skills and their well-being and self-esteem.

There is a robust culture of safeguarding at the school, and all staff understand their roles and responsibilities in contributing to pupils' safety and well-being. There is a strong focus on helping pupils to keep themselves safe and healthy, including keeping safe online. They are taught how to make good healthy food choices and provided with worthwhile opportunities to develop their physical skills. The school monitors pupils' attendance and addresses persistent absence appropriately.

Leadership and management

The school is well led. The headteacher, along with an enthusiastic team of staff, shares their vision for 'motivating and inspiring pupils to be the best that they can be', and embody their school motto of 'through effort, I will succeed'.

Across the school, staff understand and carry out their roles effectively. Leaders have established a positive culture of collaboration and support amongst staff. They feel empowered, supported and trusted. Staff respond well to this team culture as exemplified in their work to plan lessons, sequences of learning activities and themes to ensure consistency in the learning offer for pupils. Staff collaborate well with people beyond the school. For example, they work purposefully with other schools to develop a shared ALN policy and to develop aspects of the curriculum.

The headteacher is keen to nurture and develop staff at all levels and supports their professional learning well. Leaders encourage staff to discuss and reflect on their teaching methods and to seek advice about ways to improve. Arrangements for the management of staff performance are purposeful, with targets that link well to the school's priorities. Professional learning focuses well on developing staff's understanding of the principles and expectations of the Curriculum for Wales. They deepen their understanding skills to lead education reform securely, such as adapting their approach to supporting pupils with ALN.

There is an established culture of evaluation and reflection at the school. Leaders and staff use sensible methods to collect first-hand evidence through, for example, lesson observations, pupils' book scrutiny and learning walks. The information gathered provides leaders with a suitable overview of the quality of teaching and learning at the school. However, overall, the comments leaders and staff make predominately focus on the quality of the provision, such as around teaching, with fewer comments focusing on learning, such as what pupils can do and achieve.

Leaders collect and analyse information from their self-evaluation activities to plan their future improvement priorities. These are often succinct and focus well on developing important areas of the school. Overall, there is a solid track record of improvement. For instance, the self-evaluation processes identified a need to reduce the number of worksheets pupils complete in their mathematics work, which as a result, now enables them to demonstrate more of their calculation in systematic steps. Generally, many of the issues raised in the inspection are areas that the school have already identified in their evaluations. However, improving pupils' Welsh skills is an aspect that has remained a priority for the school over a number of years and overall, the school has yet to implement sustainable enough improvements in this area.

From their involvement in many worthwhile self-evaluation activities and visits to the school, governors have a sound understanding of the strengths and areas for development. They use this information to support their role as critical friends and pose informed questions in meetings and contribute well to setting the direction for the school. Governors fulfil their statutory responsibilities well, such as their role in promoting pupils' healthy eating and drinking.

Leaders manage their budgets carefully and spending decisions link appropriately to improvement priorities. Resources from grant funding is used appropriately to address the impact of poverty on educational attainment and pupil well-being. For example, the pupil development grant is used suitably to support vulnerable pupils through funding practitioners to support pupils' emotional well-being.

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' 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)

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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