



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

A report on

Ysgol Tudno

**Trinity Avenue
Llandudno
Conwy
LL30 2SJ**

Date of inspection: June 2023

by

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

This report is also available in Welsh

About Ysgol Tudno

Name of provider	Ysgol Tudno
Local authority	Conwy County Borough Council
Language of the provider	English medium with significant use of Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	189
Pupils of statutory school age	177
Number in nursery classes	12
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%)	19.0%
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%)	22.8%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	8.1%
Date of headteacher appointment	01/09/2014
Date of previous Estyn inspection (if applicable)	
Start date of inspection	05/06/2023

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 Tudno is a caring community where pupils work and play together confidently. Support for pupils' social and emotional well-being is highly effective and this allows pupils to thrive in the school's inclusive environment. Pupils are proud of their school and say that they feel safe, secure and happy there. The behaviour of most pupils is exemplary. They form strong relationships with adults and one another and show respect and courtesy for all members of the school community. This leads to strong engagement in the life of the school. Nearly all pupils have positive attitudes to school and enjoy their learning. As a result, most pupils make good progress as they move through the school and achieve well.

A particular strength of the school is the way it gives prominence to developing pupils' Welsh language skills and their appreciation of the heritage and culture of Wales. Teachers and support staff provide strong role models. This, together with the strong Welsh ethos, promotes the natural use of the Welsh language very well throughout the day. Pupils use Welsh and English in their spoken work very effectively and feel proud of their ability to use both languages confidently.

Teachers provide a broad range of authentic learning opportunities which extend pupils' knowledge well and provide useful opportunities for them to develop a range of skills during daily lessons. Teachers listen carefully to pupils' ideas when planning the curriculum and this helps to ensure that most pupils display high levels of interest and engagement in their work. However, planning for the systematic development of pupils' skills in literacy and numeracy skills across the school is at an early stage of development. Most teaching is purposeful, and teachers use questioning well to move pupils' learning on and to support understanding according to the needs of pupils. However, in a few classes where teaching is less effective, tasks are not always challenging enough for a few pupils and the quality of teacher feedback does not impact well enough on next steps in pupils' learning.

The headteacher and governors provide compassionate and thoughtful leadership. They share a clear vision and promote collaboration among staff, build professional expertise and strengthen partnerships with parents and other local schools successfully. They set clear goals for improvement; however, monitoring activity does not always focus sharply enough on the difference improvement work makes to pupils' learning.

Recommendations

- R1 Strengthen the contribution of all leaders to the self-evaluation processes and focus more specifically on the impact of teaching on learning
- R2 Ensure that teaching provides appropriate challenge for all pupils and that feedback helps them further improve their work
- R3 Further develop the curriculum to ensure that the school provides a systematic whole-school approach to the development of pupils' skills

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to developing a Welsh ethos and culture where the Welsh Language can thrive in an English-medium school, for dissemination on Estyn's website.

Main evaluation

Learning

Most pupils, including those eligible for free school meals (FSM), make good progress in their learning during their time at the school. Pupils with additional learning needs (ALN) including those in Dosbarth Enfys, the specialised resource class, progress well from their individual starting points and achieve well against their personal targets.

The youngest pupils develop appropriate early literacy skills. They speak with increasing levels of confidence and communicate meaning effectively in clear sentences, such as when they explain how they feel and why. As they move through the school, they gain confidence and enjoy speaking and performing in front of their peers, such as when they perform their own puppet show of The Three Little Pigs. Most older pupils speak with confidence and clarity and by the time they leave school many of these pupils perform and act to a high standard when in front of an audience.

Across the school, most pupils make excellent progress in developing their Welsh language skills. Nearly all pupils listen and respond well to instructions in Welsh and provide appropriate extended responses to questions and discussions. They use Welsh and English in their spoken work very effectively and feel proud of their ability to use both languages confidently. As they progress through the school, most pupils use their Welsh language skills very effectively in a wide range of situations and aspects of the curriculum. A notable feature of their work is their ability to combine their language skills naturally across the curriculum. The strong Welsh ethos across the school promotes this natural use of the Welsh language well throughout the day. Older pupils set good example to younger pupils by leading whole-school assemblies and encouraging them to play playground games in Welsh.

Most of the youngest pupils develop an effective understanding of letter sounds and how they blend to form words. They enjoy handling books during their free play and use picture and key words well to retell a story. As they move through the school, they consolidate their knowledge of key words and begin to develop fluency with their reading. By the time they reach Year 6, most pupils read with ease and expression. However, many pupils' higher level reading skills, such as inference and deduction, are less well-developed.

Most younger pupils show understanding of the meaning of letters in words and begin to produce writing in simple words and phrases. As they move through the school, they develop their understanding of sentence structure and spelling well and begin to write creatively and at length. Most older pupils write across a variety of genres suitably. For example, the oldest pupils develop their understanding of the features of a biography when they create their own biography of a friend in school.

From an early age, pupils build a useful range of mathematical skills and enjoy maths challenges, undertaking counting games and matching activities enthusiastically. By Year 2, many use their numeracy skills appropriately in other areas of learning, for example using scales accurately to measure the ingredients when making Welsh cakes. As they progress through the school, most pupils work effectively with the four rules of number and use their developing numeracy skills well to solve problems. They describe their thinking and reasoning clearly when explaining how they reached their conclusions. By Year 6, many pupils use a suitable range of methods competently to calculate in their heads and on paper when solving problems. Generally, however, pupils across the school do not use their numeracy skills at a similar level in other areas of the curriculum.

From an early age, pupils apply their digital skills in a range of creative contexts to support their wider learning. By Year 2, many use tablet computers confidently to practice their literacy and numeracy skills and to record their learning, for example when learning about different light sources. They use simple coding well to programme an electronic toy to follow a prescribed path. Many older pupils use their digital skills well to support independent research and to write, edit, re-draft and present their findings, for example about the rainforest. They make suitable use of databases, for example to record their investigation into renewable power storage. Many use a broad range of applications and programmes confidently, for example when creating a short film in Welsh about life during the Second World War.

Pupils develop strong creative and artistic skills. Many younger pupils demonstrate good fine motor skills, using scissors, glue and paint brushes confidently when creating a mask. By Year 2, many pupils work imaginatively with a wide variety of materials, for example when creating their own printing blocks using cardboard and wool to emulate traditional Welsh fabrics. They develop their skills in a variety of contexts, for example when working with a local artist to create imaginative spiral patterns on the seashore using natural materials. Older pupils use their creative skills well, for example to represent different landscapes in the style of a famous Welsh artist. They develop effective problem solving, design and making skills through participation in a national car design competition. They demonstrate high levels of musicality creating effective tone and pitch when working with members of the Welsh National Opera. They show increasing confidence when performing in front of others.

Well-being and attitudes to learning

Nearly all pupils enjoy coming to school and are confident in the school environment. They are happy and proud of their school. The behaviour of most pupils is exemplary. They form strong relationships with adults and one another. They are polite and courteous to each other and visitors. They say that they feel safe in school and free from issues of bullying. They feel well supported by staff, know where to turn

if they need support and are confident that staff will listen and deal appropriately with any concerns.

Most pupils show positive attitudes to their learning. From an early age, pupils settle quickly as part of the morning routine of choosing learning and play activities in different areas of provision. Most engage purposefully with their tasks, concentrate well, avoid distractions, and complete their tasks. Most pupils collaborate well and show respect and care for the ideas of others when working in pairs and groups. They listen carefully to what their friends and teachers say and respond to their ideas considerately. Most play co-operatively, take turns and support each other well, when playing games and socialising at break times.

Nearly all pupils take part in planning their termly topics. This results in most pupils displaying high levels of interest and engagement in their learning. When given the opportunity, many plan and carry out tasks with limited support. Many show an increasing ability to plan jointly and to express an opinion about what they are learning. However, in a few classes, pupils are over-reliant on teacher direction and do not make enough decisions about how they organise and present their work. This limits the opportunities for pupils to think for themselves.

Pupils, from an early age, are encouraged to reflect on their learning. Many respond well to feedback from adults to improve their work and develop their skills further. Older pupils make increasing use of self and peer assessment and are keen to make changes to their work. This improves their self-confidence and supports their progress as they move through the school. However, this work is at an early stage of development.

Many pupils make good use of opportunities to develop their leadership skills through a range of roles and pupil voice committees. For example, the active Criw Cymraeg successfully promote a range of initiatives including the Pafiliwn Parablu to extend pupils' Welsh oral skills. Pupils have also been instrumental in encouraging the use of the British Sign Language (BSL) to ensure that the school is fully inclusive. While undertaking these roles, many pupils present themselves with confidence and can explain where their work has made a difference to school life. This helps to develop their confidence, resilience, and empathy for others, and gives them valuable insight into how decisions are made.

Most pupils have a clear understanding of the need for rules and the concept of fairness, respect, and tolerance, and they are beginning to develop a suitable understanding of cultural diversity in modern Wales. They demonstrate an appropriate understanding of some of the ethical issues facing the world, such as the need to protect the environment. They are proud of their efforts in support of national and local charities. These initiatives have a positive effect on their awareness of the needs of others in their community and the wider world and help them to develop as ethical and responsible citizens.

Nearly all pupils have a good understanding of how to stay safe when online. For example, they know not to share their passwords. Many pupils understand the importance of looking after their own well-being. Nearly all pupils know the importance of keeping healthy and fit. They talk knowledgeably about healthy food choices for snacks and the need to drink water regularly. They appreciate the

importance of taking regular exercise, involving themselves actively in a range of activities during and after the school day.

Teaching and learning experiences

The school engages appropriately with all stakeholders to create a vision for its curriculum where 'pupils learn to shine together'. This is in line with the principles of the new Curriculum for Wales. Through this work, teachers are developing a broad curriculum with a strong focus on giving pupils appropriate experiences about the world in which they live. The four purposes are at the heart of the school's curriculum work and are embodied in the development of 'Taith Tudno' essential learning experiences for each year group. This ensures that every pupil has opportunity to experience key enrichment activities as they move through the school.

The school provides pupils with suitable opportunities to influence what they learn. For example, younger pupils make choices about the topic they wish to study whilst older pupils suggest questions they want to investigate related to their class topics. This ensures that teachers provide an appropriate range of authentic learning opportunities that extend pupils' knowledge and provide useful opportunities for pupils to develop a range of skills. For example, Year 5 pupils develop effective design and making skills through their Formula One car work.

Teachers enhance learning opportunities well through the use of visits to local areas, visitors to school and collaboration with outside agencies. For example, younger pupils benefit from their study of the local beach, whilst older pupils develop strong performance skills through their work with The Welsh National Opera. The school promotes careers and learning about the world of work successfully in partnership with local employers and parents. Regular 'Gwener Gwaith' sessions enable pupils to learn about their roles and skills and support the development of pupil aspirations for the future. This work also enables the school to tackle issues effectively, such as gender stereotyping.

Teachers provide suitable opportunities for pupils to develop their basic literacy and numeracy skills during daily lessons. However, planning for the systematic development of pupil skills in literacy and numeracy across the school is at an early stage of development. As a result, pupils' skills do not always develop consistently enough over time.

The provision for Welsh language development is a notable feature of the school. Teachers and support staff provide strong role models and lessons build steadily developing pupils' Welsh language skills effectively as they move through the school. The school's curriculum also promotes Welsh heritage and culture successfully, such as through the study of famous Welsh artists. This creates a love of Wales, a strong sense of belonging and an appropriate understanding of what it is like to live in modern Wales.

All staff provide high levels of pastoral care for their pupils. They manage pupil behaviour positively and sensitively, ensuring that they meet the needs of all pupils, including those with additional learning needs. Teachers know their pupils well and support their moral, social and cultural development effectively through the school's personal and social education programme. This builds skills purposefully as pupils

move through the school. Teachers promote positive well-being, equity and friendship effectively. For example, through work to celebrate diversity, pupils begin to learn the importance of celebrating everyone's differences. The school's work on the relationships aspect of the curriculum is at an early stage of development.

Most teachers provide worthwhile opportunities for the youngest pupils to develop their natural curiosity through daily free play activities. For example, when pupils explore the impact of pouring water down various levels of drainpipe, they notice how far the water travels. Across the school, many teachers provide a suitable range of activities to reinforce understanding of basic concepts and skills and encourage pupil independence. However, these activities do not always provide sufficient challenge or extend pupils' learning well enough. Teaching of pupils with ALN including those pupils in the school's Dosbarth Enfys is highly effective.

Most teachers use questioning effectively to check pupil understanding and to move learning on. They are beginning to provide pupils with appropriate opportunities to evaluate their own learning and that of their peers. In the best examples, teachers readily share and discuss success criteria and support pupils carefully to consider how they can improve their work. However, the quality of teacher feedback across the school varies and does not always have sufficient impact on improving the quality of pupil work.

Care, support and guidance

Leaders and staff work diligently to provide high levels of care, support and guidance for all pupils at Ysgol Tudno. They provide a happy, inclusive and nurturing environment where pupils feel safe and secure and know who to turn to for help. The wide range of strategies and guidance available to support pupils' social and emotional well-being is highly effective. Leaders and staff spend time to get to know the pupils in order to provide the best possible provision to meet their needs. This includes daily check-in and regular support sessions by appropriately trained staff, for example to mentor pupils who may be experiencing emotional or anxiety issues. This is having a positive impact on pupils' well-being and mental health, as well as preparing them for learning.

Staff provide valuable opportunities for pupils to develop their spiritual, moral, social and cultural skills. They successfully promote a strong sense of valuing differences and showing concern and care for their peers. The daily acts of worship, where pupils have time for reflection, support their spiritual and moral development well. The school's values on promoting kindness, manners, listening, respect and perseverance are very well understood by pupils and have a positive effect on their attitude and behaviour. This, along with a structured anti-bullying programme and a clear focus on children's rights, help pupils to understand the importance of mutual respect. As a result, pupils' behaviour across the school is exemplary.

The development of pupils' understanding of their Welsh culture and heritage is a notable feature of the school's provision. Staff provide immersive, authentic and rich learning experiences for pupils to develop their Welsh language skills and their knowledge of the history and traditions of Wales. This includes learning about the work of famous Welsh artists and writers. In addition, teachers provide pupils with real life experiences that help them to understand the importance of using the Welsh

language in their community, for example by visiting local business to encourage them to provide bilingual signage and services.

Arrangements for identifying and responding to the needs of specific groups of pupils are rigorous. The additional learning needs co-ordinator (ALNCo) helps to ensure that the provision for supporting pupils with ALN is effective and meets their needs well. All staff contribute effectively to provide an inclusive learning environment. This ensures that all pupils, including those from 'dosbarth Enfys', receive worthwhile opportunities to support their well-being and to make progress in their learning. Together they share expertise to support each other and continually reflect on the progress pupils make. There are clear systems in place to identify pupils needing additional support. Teachers plan provision effectively to support them to make good progress. The ALNCo works effectively with outside agencies to provide additional support for pupils with ALN, for example to support pupils with speech and language difficulties. Teachers create useful one-page profiles for all pupils with ALN, in addition to individual development plans. These help to ensure that staff understand pupils' individual needs and contributes effectively towards ensuring robust support for pupils. Staff successfully include parents in creating well-targeted individual learning plans for pupils with additional needs. A particular strength of the provision for pupils with ALN is the dedication and the skills of teaching assistants who provide an extensive programme of purposeful interventions that support pupils' well-being, literacy and numeracy skills very effectively. As a result, most pupils with ALN make strong progress over time.

The school provides a wide range of pupil voice groups which ensures that pupils contribute effectively to important aspects of the life of the school. Teachers ensure that all Year 6 pupils have opportunities to develop their leadership skills. For example, pupils formed an ethically informed citizens group who produce 'Save Electricity' notices around the school. They encourage the reuse of school uniforms and have a selection donated by families. They have located a collection point at the school to support a local clothing project. The Criw Cymraeg actively promote the use of Welsh both within the school and the wider community. Nearly all groups have purposeful plans and targets which are having a positive impact in many areas. This helps foster a sense of belonging and inclusion.

The school's safeguarding culture is robust, and all staff understand their roles and responsibilities in contributing to pupils' safety and well-being. There is effective provision to support pupils to keep themselves safe when working online. The school has sound strategies in place to promote regular pupil attendance including daily monitoring, regular communication with parents and follow-up work supported by the local authority. As a result, rates of attendance continue to improve.

Leadership and management

The headteacher shares a clear vision for the school, based on providing a nurturing, inclusive and purposeful learning environment where pupils have the best opportunities to succeed. The development of pupils' Welsh language skills and their understanding and appreciation of the heritage and culture of Wales is at the heart of the school's work. The headteacher provides compassionate and thoughtful leadership, which has a positive impact on the lives of the pupils, staff and their families. Together with the support of staff, members of the governing body and

leadership team, the headteacher promotes a culture of strong teamwork across the school. They have created a positive safeguarding culture, where pupils and staff feel safe and valued. Staff know their community well and work with dedication to ensure that all families, including those who are disadvantaged, are well supported.

The governing body is well informed and supports the work of the school well. The open and honest relationship between leaders and members of the governing body ensures that they are very aware of the school's strengths and areas to develop. Members use their wide range of skills and expertise to provide valuable support, guidance and challenge to school leaders and staff, for example by volunteering to support pupils' reading skills as well as by providing advice and challenge on ALN provision. They value the work of the whole staff and are particularly proud of the inclusive nature of the school and the role it plays in supporting pupils' well-being. A notable feature of the work of the governing body is their contribution to the pupil voice groups, which reflect the four purposes of the Curriculum for Wales. Members take responsibility for co-ordinating these groups and meet regularly with pupils to discuss their work in each of the areas. This helps them to gain a better understanding of the work of the school and how they can support pupils' learning and well-being. The governing body makes appropriate arrangements for healthy eating and drinking.

In general, leaders, staff and governors have an appropriate understanding of the school's strengths and areas for development. The school's improvement priorities link appropriately to the needs of the school and include the local and national context. For example, they recognise the need to ensure that the progression of learning is at the core of their curriculum and engages and meets the needs of learners. The inclusion of a common priority area across all schools within the cluster provides useful opportunities for staff to work with colleagues in local schools and to share good practice. Leaders and teachers use an appropriate range of monitoring and evaluation tools to help identify what they are doing well and what needs improving. In the best examples, leaders ensure that they regularly review the impact of the provision on pupil outcomes, for example when monitoring the impact of the extensive support for developing pupils' Welsh language skills. However, leaders do not always identify the impact of the provision on pupils' learning well enough for all areas of improvement.

Leaders encourage staff to undertake continual self-improvement and professional development opportunities to improve their knowledge and skills. In general, they link the professional needs of staff with school priorities appropriately, for example by providing opportunities for staff to enhance their ability to support pupils with their emotional needs. In addition, leaders support all staff to undertake professional development. For example, the catering staff are improving their Welsh language skills to encourage pupils to use their Welsh language skills during lunch breaks. Leaders use performance management procedures well to help support all staff in identifying suitable areas to develop. The development of guidance to evaluate the performance of teaching assistants is a notable feature of this work. As a result, staff contribute well to the continued improvement across the school as well as the development of their personal skills and knowledge.

School leaders and governors manage their school budget well and careful financial planning ensures that the school has sufficient funds to deliver plans in the coming

year. The school monitors and allocates the pupil development grant and other additional funding carefully, ensuring a range of valuable support programmes to help the emotional and social development of vulnerable pupils.

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

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2023: 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: 07/08/2023