



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

**A report on**

**Ysgol Iau Hen Golwyn**

**Church Walks  
Old Colwyn  
Conwy  
LL29 9RU**

**Date of inspection: January 2023**

**by**

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

## About Ysgol Iau Hen Golwyn

Name of provider	Ysgol Iau Hen Golwyn
Local authority	Conwy County Borough Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	234
Pupils of statutory school age	234
Number in nursery classes	This is a Junior school and has no foundation learning 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%)	22.5%
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%)	26.9%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2010
Date of previous Estyn inspection (if applicable)	06/10/2014
Start date of inspection	30/01/2023

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](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.

## Overview

Ysgol Iau Hen Golwyn is a close knit, supportive and caring community where pupils feel happy and safe. Pupils enjoy their experience at school and remain engaged in their learning for extended periods. They receive valuable opportunities to contribute ideas to the direction of their learning and feel that the teachers and other staff listen to them. Most pupils are polite and courteous with their friends and with adults. Pupils know whom to turn to for help and support when something is worrying them.

Most pupils make good progress from their starting point at the school. They develop a broad range of skills within a positive learning culture. There is a strong culture of reading for different purposes. Older pupils speak confidently about the literature they enjoy, referring to their favourite authors and explaining why their books appeal to them. Teachers deliver an interesting and broad curriculum and there is a strong emphasis on opportunities for the pupils to develop an inquisitive approach to their learning. However, a few activities do not provide enough challenge, and pupils do not always receive sufficient opportunity to reflect on feedback to develop their work further.

Staff provide a broad and effective range of opportunities for pupil to develop their skills, confidence and self-esteem. Leaders and staff work closely with a range of support agencies to deliver interventions that have a positive impact on behaviour and pupil confidence throughout the school.

Leaders, teachers and support staff share a clear vision for Ysgol Iau Hen Golwyn. It is based on an awareness of the importance of care, nurture and well-being for all. Members of the governing body work closely with the leadership team and share a good understanding of the school's strengths and areas for development. They implement effective improvement actions that impact successfully on provision. However, leaders do not always evaluate the impact of teaching on learning.

## Recommendations

- R1 Provide an appropriate level of challenge for all pupils
- R2 Develop further opportunities for pupils to consider feedback and develop their work
- R3 Ensure that self-evaluation processes focus on the impact of teaching on learning

## What happens next

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

## Main evaluation

### Learning

Most pupils make good progress from their starting points at the school, including pupils with additional learning needs and those who are eligible for free school meals. Pupils who receive additional support and interventions make good progress with their skills, building self-esteem and confidence in their learning.

Most children speak confidently and listen to their peers maturely. For example, when discussing the life cycle of different birds in Year 3, they describe which bird they have chosen and explain what they have learned about it. Most pupils commit to their activities with enthusiasm and show good perseverance. They speak confidently during group activities and explain how they select a task from a range of challenges and why they feel it's appropriate for them. Many older pupils respond well to opportunities to discuss a class novel based on a child's experience in the Scottish Highlands and use imaginative vocabulary. For instance, they describe the smoothness of the trout in the freezing cold water, and the cold grass under their bare feet.

Nearly all pupils' Welsh language skills are appropriate to their age and ability. They ask and respond to questions with enthusiasm and develop an increasingly wide vocabulary. For example, many Year 4 pupils speak using different tenses when discussing their family and friends.

Most younger pupils' reading is developing well. They enjoy reading and engage fully in activities, selecting from a broad range of books from their class and school library. Pupils who receive support with their literacy demonstrate a very positive attitude towards reading and approach their tasks with confidence. They understand that they need to do their best to develop their skills, and that their best is always good enough. Many older pupils read confidently and develop a mature understanding of inference in texts. They explain why they enjoy different authors who write in a particular style and what it is about this that appeals to them. They speak confidently about their pleasure in reading fiction and non-fiction based on themes that interest them, such as the two world wars.

Many children write with increasing confidence and skill across a broad range of genres. For example, many Year 4 pupils write their own interpretation of a novel varying the characters and adding their own details adeptly. In their science and technology work, many write effective concise summaries of the buoyancy properties of different materials. Many Year 6 pupils produce an effective balanced argument based on a discussion about Antarctica, and whether they should 'mind it or mine it?' They show great pride in their work and explain how the discussion has caused them to change their opinion about this important issue.

Many pupils show good understanding of a wide range of concepts during their mathematics and numeracy activities. They have a sound understanding of number, shape and data and discuss their work confidently. For example, many Year 4 pupils explain how they decided to place different shapes into groups when sorting according to two criteria using Venn diagrams. During their project work on

chocolate, more able pupils use ratios to work out the number of cocoa beans that can be exchanged for other items. Many older pupils show good understanding of area and perimeter, researching the areas of compound shapes. They simplify fractions confidently and measure different angles accurately. They apply their skills in different contexts such as when comparing the amount food people from different countries eat in a year. However, in a few lessons, pupils do not always achieve as well as they could due to the lack of challenge in the activity.

Across the school, most pupils have well-developed digital skills. They use a good range of hardware, software and applications, and this supports their learning across the curriculum successfully. For example, many Year 4 pupils use a spreadsheet accurately to create a bar chart, showing their favourite chocolate bar. Most Year 6 pupils use appropriate software to create an effective information poster and produce a colourful slide show to demonstrate their understanding of different food groups.

Many pupils demonstrate good creativity. For example, many Year 3 pupils show good skills when developing awareness of shade and tint using different colours of paint. Many older pupils produce effective artwork based on their experience of learning about the slate industry in North Wales. They create particularly effective paintings that reflect the slate industry through abstract shapes and shades. During physical education activities, many older pupils work maturely in groups to develop an effective sequence of movements to include a balance, a jump, a roll and six shapes from the alphabet.

### **Well-being and attitudes to learning**

Ysgol Iau Hen Golwyn is a friendly, caring and supportive community. Nearly all pupils feel happy and safe at the school. They enjoy attending school and remain engaged in their learning for extended periods.

Many pupils feel that the school gives them the opportunity to voice their opinions and that the staff consider their views when making decisions that will impact upon them. Pupils engage politely and courteously with adults and with their peers. Most have a positive, productive working relationship with adults. Pupils are happy in the knowledge that adults at the school care for their well-being and pupils know whom to turn to if they have a concern or problem they would like to share or discuss.

During activities, most pupils listen intently to the contributions of others and respond with commendable maturity. For example, Year 5 pupils work in pairs to discuss where they will locate various properties on a map that they are creating based on their work on a novel they are reading in class. During the activity, they demonstrate respect and show a mature appreciation for the opinions and points of view of their partner.

Most pupils' behaviour is excellent during class-based activities, as they move about the school, during morning assembly and outside during breaktimes. Most pupils concentrate well on their tasks.

Nearly all pupils are interested in their work and engage purposefully with new learning experiences and ideas. Most pupils are developing as ambitious, capable learners and show good perseverance and resilience whilst working on a range of

engaging tasks. For example, Year 6 pupils persevere with their tasks as they work on calculating the percentage of different sums of money. They explain logically why they have chosen a particular challenge and explore and experiment purposefully with different methods as they work on a solution.

Pupils respond well to verbal feedback from teachers, make purposeful changes to improve their work and progress their learning appropriately. However, where written feedback is provided, there is a tendency to refer to more generic areas to improve, for example spelling and punctuation. As a result, pupils do not always have suitable opportunities to improve aspects of their work that are specific to the task.

Nearly all pupils, including those from vulnerable groups, take on a wide range of roles and responsibilities around the school. For example, a significant minority contribute to the work of the School Council, Eco Committee and Sports Ambassadors. Pupil voice groups have a positive impact across the school. For example, the 'Cryw Cymraeg' group promotes Welsh language and culture successfully.

Pupils have a thorough understanding of online safety. For example, they are highly aware of the potential dangers posed by accessing social media and they respond well to visits from the police liaison officer to discuss e-safety.

Most pupils are aware of the importance of healthy eating and drinking. They participate purposefully in activities that help to develop their knowledge and understanding of how to keep their bodies healthy. For example, pupils in Year 5 engage enthusiastically in the class topic on healthy living, suggesting interesting and useful learning experiences that they would like to learn about. Pupils participate energetically in physical education sessions. For example, Year 6 pupils refine their skills as they prepare to perform a gymnastic routine. Many pupils take advantage of a good range of after-school activities that benefit their fitness, self-esteem and overall well-being. For example, many enjoy attending activities such as netball, multi-sports sessions, cricket, football and singing club.

At the present time, pupils' attendance is lower than it was before the pandemic and the attendance rates for pupils eligible for free school meals and those with additional learning needs is notably lower than that of other pupils. However, the school has robust procedures for monitoring attendance and supporting families to improve their child's attendance.

## **Teaching and learning experiences**

The school delivers a broad curriculum based on the areas of learning and experience of the Curriculum for Wales. Leaders and staff work together diligently with a clear focus on developing elements of the Four Purposes of the Curriculum for Wales within their pupils. They focus clearly on ensuring that their curriculum meets the needs of pupils of all abilities, and supports them to make progress. They plan lessons to develop the pupils' skills and build upon prior learning successfully. There is a clear focus on progression as the pupils' skills develop. Teachers feel supported by the headteacher and leadership team and maintain an open and reflective approach. They collaborate together, sharing experiences and reflecting on the

elements that prove successful in developing the pupils' skills, and building their confidence.

The school provides an effective approach to developing the pupils' awareness of the Welsh language and culture. For example, their project work on the slate mines of Gwynedd allowed the children to learn about the slate industry and its industrial and cultural importance to the Welsh speaking communities of Gwynedd. Teachers and support staff use the language regularly and naturally throughout the day, both in lessons and during informal times around the school. Many of the school's staff have undertaken Welsh sabbatical courses and this has greatly improved their confidence when using the language. The staff promote a positive attitude to the language and the pupils enjoy using familiar phrases with staff and visitors.

There are also valuable opportunities for pupils to learn about diverse cultures, both within Wales and in other parts of the world. For example, the pupils learn about the people, history and traditions of India, and discuss different religions.

There is a strong and supportive relationship between the pupils, teachers and support staff. The staff model positive behaviour and interaction very well and this provides the pupils with a good example of how to treat everyone with respect and kindness. As a result, pupils are courteous and polite with each other, with staff and visitors. Teachers have high expectations of their pupils. They ensure that the school rules are consistently adhered to and that pupils understand what is expected of them.

Teachers have developed opportunities for pupils to contribute their ideas about the direction that their learning may take. For example, 'our learning journey,' displays questions that the children ask based on a range of pictures of animals. Year 3 pupils ask questions such as 'I wonder if they love each other?' about the picture of two seals on a beach. These strategies encourage the pupils to develop an inquisitive approach, and enhance their relationship with staff as they know that the adults really value their ideas.

Teachers provide a good range of interesting activities, often encouraging pupils to make decisions about the level of challenge they would like to undertake from a range of tasks graded according to difficulty. For example, in Year 3 children choose from three different levels of difficulty and explain eloquently why they made their choice. Teachers encourage the pupils to challenge themselves, and not to worry that they may not be able to fulfil every aspect of the task. This develops the pupils' confidence and builds their resilience successfully.

Direct teaching is effective and has good pace. Teachers and support staff use effective questioning techniques to challenge the pupils' learning. Most activities provide pupils with an appropriate level of challenge across the age and ability range. However, in a few lessons, activities do not always provide sufficient challenge for pupils to develop their skills as well as they could.

Teachers share learning intentions with pupils and provide opportunities for them to develop their own success criteria to understand if they have fulfilled the expectations of a task successfully. Staff provide supportive verbal feedback, asking additional questions as appropriate to challenge and support the pupils' understanding. Written

feedback is usually concise and supportive but tends to refer to aspects such as spelling and punctuation rather than to the specific success criteria for the activity. Pupils are not always given sufficient time to consider how they could improve their work.

Leaders have a firm understanding of progression in pupils' skills and use a valuable range of information to assess progress and plan for the next steps in learning, including for specific groups of pupils such as those who are eligible for free school meals and those who face specific challenges to their learning.

Regular termly updates for parents and carers include useful targets to encourage further development. Pupils' annual reports are detailed and summarise a pupil's development and interests throughout the academic year well.

### **Care, support and guidance**

The school is a highly caring community. Adults within the school form positive relationships to create an inclusive environment where everyone is respected and valued. There is a strong emphasis on pupils' well-being and the school successfully creates a happy and nurturing atmosphere where pupils feel safe. Staff provide opportunities for pupils to reflect on their emotional well-being through various interventions. Pupils who are struggling with their emotions access suitable resources, such as a comfortable and welcoming nurture room. Leaders and staff work effectively with a range of support agencies. They collaborate to deliver interventions that have a positive impact on behaviour and pupil confidence throughout the school.

There are a range of valuable opportunities to develop the pupils' moral, ethical and spiritual understanding through whole-school and class assemblies. Staff encourage pupils to listen respectfully to each other's views and respond with sensitivity and tolerance. For example, they discuss the Eightfold Path in the Buddhist faith and how it can be linked to protecting the environment in Eryri. The school provides enriching opportunities for pupils to learn about the culture of Wales and other cultures, for example designing Mehendi patterns when looking at the Diwali festival. Teachers plan suitable opportunities for pupils to develop their understanding of the features of different countries around the world and to explore environmental issues. For example, pupils in Year 6 explore different viewpoints relating to mining in Antarctica.

The various pupil leadership groups meet regularly and are beginning to contribute to school improvement. For example, the eco-committee takes responsibility for saving energy by turning lights off and the curriculum group has suggested ways in which pupils can be helped to learn in class. The inclusive ethos ensures that decision-making is distributed throughout the school and progress is shared in both school assemblies and on the noticeboard.

Staff successfully promote a pride in the school's Welsh heritage and culture through topics that focus on the school's location on the North Wales coast. They use the locality well, and relevant trips to places of historical interest, such as The National Slate Museum, enhance the curriculum and support learning. Older pupils have the opportunity to develop their confidence when speaking Welsh and celebrate their Welsh identity during residential trip to Glan-Ilyn. Many pupils have opportunities to

participate in cultural and musical events. For example, pupils in Years 5 and 6 participate in a regional choral event in Manchester.

Provision for pupils with additional learning needs is strong. The school has an inclusive ethos and has effective systems to identify pupils that need support. Most pupils have a one-page profile that outlines their targets and how they can be best supported. Highly trained staff provide effective support for well-being, literacy and numeracy through a range of interventions. Regular professional dialogue between support staff and teachers enables them to adapt provision and ensure that pupils meet their new targets. The Additional Learning Needs Co-ordinator works effectively with staff to ensure that pupils make good progress from their starting point.

Nearly all pupils have a good understanding of the importance of healthy eating and a balanced diet. Pupils have the opportunity to participate in a broad range of extra-curricular activities that promote a healthy lifestyle.

Staff successfully support pupils to develop a positive attitude towards their learning and to persevere. Pupils have developed effective strategies when problem-solving and understand what they can do when they are faced with challenges, for example 'C3B4ME'.

There is a strong safeguarding culture within the school. All staff understand their roles and responsibilities in contributing to pupils' safety and well-being including online safety. The school has effective strategies to monitor and promote good attendance.

## **Leadership and management**

The headteacher, senior leadership and wider team of teachers and support staff share a clear vision for Ysgol Iau Hen Golwyn. A strong ethos of care, nurture and well-being for all permeates throughout the school's activities. Leaders ensure high expectations in terms of pupil behaviour and significant emphasis is placed on pupils enjoying school and taking part in enriching and engaging experiences. As a result, nearly all pupils are happy at school and make good progress.

Leaders ensure that roles and responsibilities are distributed effectively between staff. Senior leaders draw well on staff experiences and skills and, as a result, leadership capacity is increased. School leaders ensure that staff have a sound knowledge of their roles and staff work diligently to carry out their duties. Staff feel valued and work effectively together. Consequently, they contribute successfully to the process of refining provision and improving pupil outcomes. For example, they meet regularly to discuss the progress of priorities within the school's improvement plans and make purposeful changes where necessary.

Leaders address national priorities appropriately. They are implementing their vision for the school's curriculum in line with the principles of the Curriculum for Wales. They focus on developing skills through a suitable range of engaging learning experiences across the areas of learning and experience. Leaders ensure that pupils have appropriate opportunities to develop their Welsh language skills and to develop an understanding of the importance of Welsh culture. Leaders have made good progress towards implementing the requirements of the Welsh Government's

Additional Learning Needs reform. Leaders and staff monitor pupils' progress closely and put effective interventions in place where necessary. As a result, pupils with ALN make good progress from their starting points. Leaders use resources efficiently to tackle the effects of poverty and social disadvantage on pupil outcomes.

Leaders make purposeful use of a range of evidence to evaluate the effectiveness of the school's provision and the impact on pupil progress. They seek stakeholders' views via a comprehensive range of questionnaires and use assessment data appropriately to monitor the progress of pupils. They make suitable use of the results of these evaluations to create a clear plan for the development of the school. However, self-evaluation processes are not always sufficiently focused on the impact of teaching on pupil progress.

Staff are given opportunities to take part in a purposeful range of professional learning activities that have a clear link to the school's self-evaluation findings and improvement priorities. These opportunities are often aligned with performance management processes and develop staff skills effectively. This, in turn, improves provision and supports pupils to make progress in their skills. Leaders carefully evaluate the effect of professional learning activities on outcomes. For example, following a member of staff taking part in a local enquiry project, the school has further developed its provision for reading and pupils have made good progress as a result.

Governors have a good understanding of the school's strengths and areas for development. There is a very open and honest working relationship between staff and the governing body and, as a result, there is a sense of mutual trust, respect and a shared sense of purpose. Governors provide a good balance of support and challenge. For example, they work with the school to ensure that it responds to the very few incidents of challenging behaviour effectively. They are fully involved in agreeing the school's priorities for improvement and have a suitable understanding of progress towards these overall. They are less well informed about the effectiveness of teaching and its impact on pupils' progress. The governing body makes effective use of the expertise and knowledge of its members. Members of the governing body promote a culture of safeguarding and encourage provision for pupils' health and well-being successfully. Governors support the school's arrangements for healthy eating and drinking successfully.

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

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