



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

A report on

Ysgol Bro Aled Llansannan

**Llansannan
Denbigh
Conwy
LL16 5HN**

Date of inspection: February 2024

by

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

This report is also available in Welsh.

About Ysgol Bro Aled Llansannan

Name of provider	Ysgol Bro Aled Llansannan
Local authority	Conwy County Borough Council
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	64
Pupils of statutory school age	59
Number in nursery classes (if applicable)	5
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.7%)</i>	6.8%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 13.2%)</i>	3.4%
Percentage of statutory school age pupils who speak Welsh at home	85.2%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2016
Date of previous Estyn inspection (if applicable)	12/10/2015
Start date of inspection	26/02/2024
The new headteacher has recently assumed responsibility as acting headteacher of a nearby schools, in addition to her position as headteacher of Ysgol Bro Aled.	

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Ysgol Bro Aled is an inclusive and friendly school that promotes a caring ethos successfully. There are purposeful working relationships between pupils and staff, which support a positive environment and foster a strong sense of learning and well-being among pupils.

Pupils enjoy learning both indoors and around the school grounds and they are enthusiastic and conscientious during lessons and tasks. They take pride in their Welshness and their *cynefin* or local area. During their time at the school, pupils develop robust social, listening, speaking, reading, numeracy and digital competence skills. However, planning to develop pupils' extended writing skills is not wholly effective.

Planning in terms of the curriculum and the school environment promotes beneficial learning opportunities. Pupils' outcomes are good where planning, teaching and feedback on their work are challenging and consistent. However, planning does not ensure that activities challenge pupils regularly enough. Teachers' feedback also does not target the next steps in pupils' learning purposefully enough.

Staff support and care for pupils diligently. This contributes to pupils' well-being and their desire to learn and persevere with tasks. Staff encourage pupils effectively to take responsibility for their well-being and own their own behaviour and to embrace their happiness. As a result, emotional support for pupils is a strong feature of the school.

The headteacher leads the school purposefully and ensures that pupils' learning and well-being are important priorities. This forms the basis of her vision. She works productively with staff and governors to ensure that the school is a thriving learning community that promotes positive and stimulating opportunities for pupils.

Leaders evaluate the school's work thoroughly by using regular self-evaluation processes. The school's monitoring activities lead to relevant training opportunities for staff to develop their skills through agreed and beneficial professional learning.

Recommendations

- R1 Ensure that teachers plan effectively to improve pupils' extended writing skills
- R2 Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively
- R3 Provide activities that challenge pupils effectively and regularly

What happens next

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

Main findings

Learning

On entry to the school, many pupils have basic skills that are equal to, or higher than, what is expected for their age. During their time at the school, most pupils, including those with additional learning needs (ALN), make sound progress in their learning. They achieve well in terms of their skills, knowledge and understanding.

Most pupils listen effectively to adults and each other and respond enthusiastically to challenges and presentations. The oral skills of the school's youngest pupils develop purposefully. By Year 1, they talk eloquently, for example when expressing their views when mixing colours with water and ice. Most of the school's older pupils develop successful oral skills in Welsh and English. They communicate confidently and contribute purposefully to class discussions, and express their views clearly and maturely. Most pupils take pride in the Welsh language and use it naturally when holding discussions with each other in their classes and around the school.

Most pupils' reading skills develop effectively. The youngest pupils use a good range of phonic strategies to read familiar and unfamiliar words intelligently. By Year 2, they use their reliable reading skills sensibly and explain the content of pieces skilfully. Most older pupils read confidently in different context and vary their tone of voice purposefully. They also use their higher-order reading skills successfully to gather information from different sources, for example as they find information about the life and courage of Rosa Parks. This deepens their understanding of justice and human rights effectively.

Many pupils' early writing skills develop well. By Year 2, many write in an appropriate range of contexts for different audiences, such as creating a 'cheer up' calendar and describing trips in a time machine. Many of the school's older pupils build on their writing skills successfully and show a sound grasp of familiar spelling patterns and paragraphing. They adapt the style and structure effectively according to different topics. For example, they re-tell the history of the early Welsh people in Patagonia skilfully. However, pupils' extended writing skills do not build systematically as they move through the school.

In the youngest pupils' classes, most pupils make good progress in their mathematical development. Most of the school's youngest pupils have a good grasp of number facts up to 10 and, by the end of Year 2, many calculate numbers up to 100 confidently. They also describe the features and properties of three-dimensional shapes correctly when building the Eiffel Tower with marshmallows and spaghetti. By the top of the school, most pupils develop their mathematical knowledge and skills effectively. For example, they produce graphs confidently when recording the weight

of litter collected on a trip around the village and analyse data effectively when comparing their heart rates during exercise. As a result, many pupils have a sound understanding of mathematical concepts and, in turn, apply their numeracy skills effectively across the curriculum.

Most pupils develop good digital skills. They log into digital platforms confidently to access their work. Many Year 2 pupils make good use of appropriate software, such as animating effectively to record the trials and tribulations of the Egyptians and the Romans. Many older pupils make mature choices about the most effective equipment and software to consider for different purposes. They use a range of programs to present information well, such as inputting text and graphics to improve presentations and creating screenshots for a famous author's books.

Most pupils develop their artistic skills well. Younger pupils create art in a wide variety of contexts. For example, from the nursery to Year 1, pupils work well together to compare colours in their work, which reflects their independent studies of a rainbow on the horizon and a butterfly's symmetry. Across the school, most pupils take advantage of opportunities to develop their creativity. This includes older pupils using shapes independently to interpret and emulate the work of a local artist.

Well-being and attitudes to learning

Nearly all pupils feel safe within the school's familial and caring ethos. They consider that they are treated with respect and that their contribution to school life is valued greatly. They know whom to approach for advice if anything is worrying them and are confident that staff respond immediately to any concerns they may have.

The behaviour of nearly all pupils in lessons, activities and at break times is excellent. Most work conscientiously and harmoniously with their peers. They are polite, aware of the needs of their peers and treat familiar adults and visitors with obvious respect and care. Across the school, most pupils demonstrate commendable attitudes to learning. They listen attentively to presentations and instructions from staff and concentrate well when applying themselves to their tasks.

Most pupils show pride in their village and their school and take pride in the Welsh language and heritage. This contributes firmly to pupils' well-being and attitudes to learning and pupils' contributions are at the heart of the school's ethos and vision. For example, they write intelligently about the characteristics of friendship and their comments are reflected successfully on the school's 'Wal Codi Calon' ('Cheer Up Wall'). This motivates pupils to understand that their relationships are vital to their development as well-rounded individuals.

Most pupils begin to develop relevant thinking techniques to help them to succeed and persevere when solving problems before seeking support. As a result, across the school, pupils begin to develop resilience and confidence when persevering with their work and when applying themselves to outdoor tasks. Pupils' attendance is also good and higher than the national average.

Most pupils contribute well to what they learn and have a positive influence on class themes. For example, they take advantage of the opportunity to share their interests and aspirations when contributing to mind maps relating to their 'big questions'. As a

result, they develop the ability to make decisions and reflect on their learning, such as participating well in their challenges independently.

Most pupils have a sound understanding of the importance of eating and drinking healthily and they understand the beneficial effect of exercise on their health, such as climbing on adventure equipment. They participate enthusiastically in a range of physical activities which are planned purposefully to develop healthy and confident individuals. Pupils also have a sound knowledge of what they need to do to be safe online.

Most pupils develop as ethical and informed citizens through their awareness of fairness and equality. Through their research and sensible discussions, they begin to understand the importance of respecting the needs and rights of others as part of a diverse society. A good example of this is the way in which they research the life and history of the headteacher, Betty Campbell, and use this knowledge to consider what contributes to a society that respects equality.

Pupils' well-being and attitudes to learning are sound and contribute well to the clear commitment to developing their creative skills. Most pupils are enthusiastic contributors when developing their artistic skills. For example, the youngest pupils take risks when experimenting successfully with a variety of media, such as painting pictures of the features of Wales, which included a daffodil and the red dragon. Most older pupils also develop their skills as ambitious and creative contributors effectively. They contribute conscientiously to their efforts to succeed in business by creating and selling candles and organising a car boot sale on the school grounds.

Many pupils, including those with ALN, are willing to assume leading and responsible roles. They participate productively in the school's life and work as members of the school council and the eco council. For example, council members encourage pupils to eat fruit on a daily basis from their fruit stall.

Teaching and learning experiences

Teachers plan a range of engaging experiences, in line with the requirements of Curriculum for Wales, which support most pupils to make good progress from their starting points. Teachers plan experiences that focus effectively on enriching pupils' knowledge and understanding and promote their independent learning purposefully.

Across the school, the pupils' cynefin or local area is given prominent attention, such as the older pupils' studies on the history of farms in the area. Younger pupils are also given valuable experiences by travelling around the village looking at kites flying, places of worship, local shops and the rural landscape. As a result, teachers plan authentic and effective learning experiences which target pupils' interests successfully.

Teachers encourage pupils to contribute their views about what they would like to learn intelligently by completing mind maps together at the beginning of study themes. They pay attention to pupils' suggestions sensibly when planning across the areas of the curriculum. They welcome these views and use them purposefully as part of pupils' learning experiences. For example, they ensure that donations from harvest thanksgiving services reach the local foodbank following suggestions from

pupils. As a result, pupils share their experiences well with others because their learning is relevant to their principles.

Teaching is good across the school. Overall, teachers challenge pupils to produce their best work in lessons. However, the level of challenge is not consistent enough in a minority of learning activities to meet pupils' needs wholly effectively.

Pupils are given comprehensive experiences to develop their listening, speaking, reading, numeracy and digital competence skills. For example, there are interesting opportunities for the youngest pupils to evaluate their ideas before creating a collage to reflect the order of the colours of the rainbow. Older pupils are also given stimulating opportunities to discuss the salaries of different workers and the new speed limits for transport in Wales intelligently. Teachers ensure that there are suitable arrangements to develop pupils' extended writing skills. However, they do not plan effectively enough so that pupils apply their writing skills across the curriculum.

Provision for personal and social education develops pupils' understanding of their well-being and identity successfully. The curriculum gives good consideration to global events and the lives of different peoples across the world. For example, pupils in Year 2 and Year 3 research the world's diversity and the school's older pupils study the effect of disasters on communities such as Aberfan. Planning also reflects the cultural heritage of Wales and Welshness successfully and all staff promote the advantages of learning and using the Welsh language enthusiastically.

The professional relationship between staff and pupils is strong. Staff know their pupils well. On the whole, they provide activities that are tailored purposefully to meet pupils' needs, including those who need support with their work. Assistants provide valuable support for these pupils and know when to intervene and when to allow pupils to persevere independently. Most lessons move quickly, engage pupils' interest and motivate them to persevere and succeed.

Teachers use assessment activities and appropriate practices to respond to pupils' work during lessons. In the most effective practices, teachers share oral feedback skilfully to challenge and assess the quality of pupils' learning and target any indifference or incorrect work promptly. However, the quality of feedback across the school is varied. Teachers tend to follow and write the same type of feedback often. As a result, feedback does not lead to improvement to pupils' pieces of work or target the next steps in their learning purposefully enough.

The school provides an interesting learning environment where specific areas are used to support pupils' learning purposefully. Staff create useful displays and learning areas inside the building to support pupils. Staff use the outdoor areas that are available effectively. Provision and stimulating and regular outdoor learning experiences enrich pupils' learning experiences successfully.

Care, support and guidance

The school is a caring community with an inclusive and co-operative ethos. Positive working relationships are a strong feature between staff and pupils and among pupils. Teachers and assistants know the pupils well and respond warm-heartedly to

their emotional and social needs. This contributes strongly to their happiness and well-being. Staff's attitudes and the positive environment help pupils to settle easily into school life. The school's beneficial practices encourage pupils to foster resilient attitudes to learning.

Provision for pupils who have been identified as having ALN is effective. The ALN co-ordinator works conscientiously with other members of staff, external partners and local schools to ensure that individuals and groups of pupils are identified, tracked and supported well from an early age. Pupils' progress reviews mean that members of staff have a clear understanding of pupils' needs. Staff interact beneficially with a range of services to ensure timely additional resources and to provide specialist support for pupils with a range of learning, emotional and social needs. These arrangements ensure that pupils who benefit from additional support make good progress in relation to their stage of development and their starting points. As a result, pupils receive caring and inclusive support.

The school has a comprehensive procedure for gathering information about pupils' achievements as they move through the school. Teachers use the tracking procedure to monitor pupils' progress in their classes regularly. Staff assess pupils' achievements and well-being intelligently, which means that teachers develop a deeper understanding of each pupil's needs. When staff identify areas for improvement, the school provides sensible support and interventions to improve pupils' learning and their personal and social development.

The intervention programmes to improve pupils' speaking, reading, well-being and social skills are structured and effective. Provision motivates pupils to enjoy and take part in their activities in a lively manner. As a result, the pupils that are targeted make good progress from their individual starting points. Support in the classroom, which focuses on pupils' learning and well-being, is effective and enables pupils to contribute purposefully to lessons. This enriches their self-respect and social skills and enables them to share their feelings with each other successfully.

The school places a strong emphasis on providing a good range of trips and visits to support the curriculum. These engage pupils' interest in their learning and include, for example, trips to research the history of Denbigh Castle and to Llangrannog to complete coastal studies. Research into global disasters such as wars, drought and famine promotes pupils' understanding of the importance of values such as tolerance and the right to be free from harassment. These activities contribute positively to pupils' social skills and cultural understanding. There are also purposeful opportunities available to celebrate Welsh heritage and culture. This includes local stories, such as the story of William Salisbury who translated the Greek New Testament into Welsh and the life of local heroes such as the famous wrestler, El Bandito.

The school presents sensible lessons that explore human rights and make a valuable contribution to pupils' spiritual and moral development. A positive element of lessons is that they encourage discussions by pupils, which develop pupils' thinking and communication skills successfully. These structured approaches in lessons and collective worship sessions include opportunities to explore issues relating to equality, diversity and inclusion from all around the world.

Staff ensure that pupils' well-being and safety are an integral part of school life and are at the forefront of their daily responsibilities. The school provides a good range of opportunities for pupils to learn about the importance of keeping safe. For example, the school uses police officers to draw pupils' attention to the dangers of substance misuse and to teach them about online safety.

The school's processes for monitoring attendance and punctuality are efficient. Any persistent absences are monitored thoroughly and the school addresses any cases of alleged bullying well. The school's arrangements for safeguarding are good and are not a cause for concern.

Leadership and management

The headteachers places pupils' outcomes at the heart of her vision. Governors support her philosophy and staff act diligently on leaders' high expectations. Leaders create a caring and inclusive environment among all staff and pupils. Staff and pupils take pride in the school's motto and act conscientiously to promote '*Diben ein Dysgu yw Disgleirio*' ('The purpose of our learning is to shine'). As a result, this positive mindset creates an ethos of co-operation, which has a purposeful effect on pupils' attitudes to learning.

Leaders have a clear and balanced picture of the school's strengths and areas for development. The link between the self-evaluation activities and improvement planning is strong. This means that leaders prioritise their findings wisely and set purposeful targets to move the school forward, such as improving pupils' numeracy skills. Leaders also share the school's culture of safeguarding effectively with all staff.

Leaders have well-established processes to evaluate the effectiveness and provision and these are based on a good range of first-hand evidence. Systems to improve quality include holding conversations with pupils about their work, evaluating the impact of teaching and analysing data to measure pupils' progress. Leaders gather the opinions of other partners intelligently and consider the views of parents and act sensibly on any findings. For example, they use social media effectively to connect with parents and show them their children's daily experiences.

Leaders focus on establishing a common understanding of professional values among the staff. As a result, leaders ensure that staff focus on providing shared processes for the benefit of pupils. For example, planning for Curriculum for Wales is developing well and uses the local area as a stimulus. This includes working with representatives of the community to create a booklet about their village and study the journey of the River Creiniog.

Arrangements for distributing leadership roles and holding staff to account for the quality and impact of their work are purposeful and derive from consistent performance management practices. There are also thorough arrangements in place to undertake leadership duties in the headteacher's absence.

Leaders ensure that effective learning opportunities are available to staff to support their professional learning, which links closely to the school's improvement priorities. One of the positive features of the process is that staff develop effective skills and use them well to improve pupils' outcomes. For example, they attend training to

develop planning further and to assess individual pupils' achievements efficiently, which contributes to improving pupils' outcomes purposefully.

The school visits local schools to test their successful practices and this supports the school's ability to improve continuously. This strategy provides valuable opportunities for teachers to compare and share their effectiveness with other professionals. As a result, staff are given productive opportunities to develop their professional knowledge effectively.

Leaders ensure that staff make the best use of the building and grounds. This includes developing outdoor spaces creatively. Leaders allocate resources purposefully and use the pupil development grant sensibly to provide support programmes across the school. Assistants also provide beneficial support so that pupils move ahead with their learning.

Governors' input, through sub-committees and the full body, create robust improvements across the school. Governors support the headteacher enthusiastically and hold her to account as critical friends. The headteacher informs governors meaningfully about pupils' learning and well-being. As a result, they act well on improving provision, such as using financial donations to develop reading areas and opportunities to discuss books across the school. Governors promote robust practices to ensure that pupils eat and drink healthily and leaders advise parents on the importance of nutritious food in their lunch boxes.

Governors take advantage of developing a first-hand understanding of the school's activities, which is beneficial for making improvements. For example, they conduct learning walks and discuss work with pupils to measure their understanding of their work. This enables governors to develop a valuable awareness of the school's current practices. Governors monitor funding regularly and shrewdly and ensure that decisions on expenditure align with the school's priorities.

Evidence base of the report

Before an inspection, inspectors:

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

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

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

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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