

Ysgol Bendigaidd William Davies Catholic Primary School

URN: 400256

Catholic Schools Inspectorate report on behalf of the Bishop of Wrexham

29 April 2026 – 30 April 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education RE

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection

2

2

2

2

Yes

Yes

Fully

What the school does well

- The head teacher, staff, and governors have a clear, focused, Christ-centred vision and are committed to promoting the school's mission. The school is, therefore, a happy and joyful community, evident in strong relationships at all levels.
- The school is a welcoming, inclusive community rooted in its faith values and offers a well-planned, rich curriculum in which religious education is woven throughout and recognised as the golden thread.
- Leaders and staff are passionate about providing the best possible care and support for every child and their family.
- Pupils are respectful, demonstrating genuine care and affection towards each other, and behave well.
- The development of prayer through expressive arts and partnership working is impressive; this practice is shared with schools across the diocese.

What the school needs to improve

- Deepen learning and enhance coverage of the Religious Education Directory to ensure pupils are provided with increased challenge.
- Ensure that self-evaluation is linked to rigorous and systematic monitoring in Catholic life and mission, religious education, and collective worship.
- Continue to implement the Prayer and Liturgy Directory.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

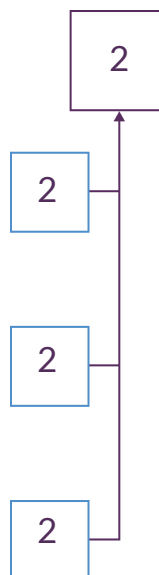
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils demonstrate a strong understanding and sense of belonging to this joyful, faith-filled Catholic community. They are active in their commitment to the school's mission, 'As God's Family, we live, love and learn happily together, trying our best in all we do', making meaningful contributions through kindness, service, and enthusiastic participation in charitable and community initiatives. This was evident in daily life; for example, 'Playground Pals' were seen supporting younger children, fostering safe play and ensuring that every pupil feels included. Pupils engage well with Catholic social teaching (CST), particularly through fundraising for charities such as Cafod and Mission Together and singing at Loreto events. They are increasingly aware of how faith shapes their choices, guides their actions, and influences the community they belong to. Pupils recognise that they are loved and valued as unique children of God; this is reflected in their confidence, self-esteem, and the respectful, supportive relationships they develop. Pupils thrive as they grow in virtue, showing honesty, resilience, and responsibility, supported by the school's commitment to recognising the gifts and talents of each individual. Outdoor learning, including Well-Being Wednesdays, enhances pupils' appreciation of God's creation and promotes gratitude and reflection. Respect for themselves and others is a strong feature of behaviour at the school, with pupils demonstrating fairness, compassion, and a willingness to forgive.

Staff embrace and model the mission well, providing an environment where Christ's example guides relationships, expectations, and daily practice. They contribute to the faith life of the school and are positive role models. They provide high levels of support to pupils and families, including the most vulnerable. This is clearly observed in the school's pastoral care system

and its commitment to nurturing the whole child. Strong support from the parish priests enriches pupils' knowledge of Catholic life and mission. The school is inclusive and welcoming to pupils of all faiths and none, ensuring that diversity is respected in classroom practice and relationships. The environment reflects Catholic identity through displays, prayer spaces, and the prominence of the mission statement, enriched by the coastal setting that encourages appreciation of God's creation. The school makes good use of the resources identified by the diocese to provide relationships and sex education in an age-appropriate manner.

The dedicated head teacher and very capable deputy head teacher work effectively in partnership and are committed to the Catholic life and mission of the school. This commitment clearly informs leadership decisions, relationships, and the wider curriculum. Leaders engage actively with the diocese, the Loreto community, and the local church, participating in diocesan training and responding positively to diocesan policies and initiatives, strengthening their development of provision within the school. Leaders and governors are committed to the Catholic character of the school and are well regarded by staff, parents, and the wider community. A parent commented, "staff encourage pupils to reflect on and live out their Christian values throughout daily school life. Governors give generously of their time, supporting worship, outdoor pilgrimages, and visits linked to the school's faith. Systems for self-evaluation are established, and governors are supportive of the process. However, to develop a shared understanding of effectiveness and strengthen strategic leadership, governors need to play a more active role in challenge and evaluation. This need is recognised by the recently appointed chair of governors, who demonstrates ambition for the next stage of the school's development. Pupils are given opportunities to take on leadership roles through the 'Senedd Yr Ysgol'. Opportunities to include CST principles across the wider curriculum are at an early stage of development. Strong pastoral systems ensure that staff are well supported in contributing to the school's Catholic life and mission.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

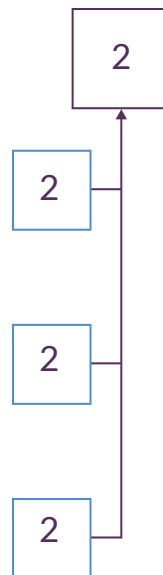
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Many pupils develop knowledge, understanding, and skills broadly in line with the Directory and make good progress from their starting points. Evidence in pupils' books and lesson observations shows that learning builds securely on prior knowledge, with pupils applying new understanding with increasing independence. Most pupils are becoming religiously literate and demonstrate an awareness of the demands of religious commitment in their everyday lives. The quality and variety of pupils' work are good, promoting enquiry, creativity, and application of learning. Pupils are engaged in lessons and demonstrate positive attitudes to learning, evident in purposeful discussion, positive behaviour, and willingness to participate. During inspection, pupils confidently recalled the story of Saul, aided by clear explanations, questioning, and visual prompts. Engagement was high, especially during map work on Paul's journeys and partner discussions. Practical approaches, such as using real fruit to explore the Fruits of the Spirit, enabled pupils to develop secure understanding and apply these virtues meaningfully, with most pupils explaining how they connect to the love of God. Pupils showed empathy and moral awareness when responding to encyclicals focused on improving the world, and prayers expressing hopes for making the world our common home. Pupils are developing their understanding of how to make progress, supported by a newly introduced system that is embedding but has not yet had full impact.

The school provides a well-planned, rich curriculum in which religious education (RE) is clearly identified as the golden thread and woven thoughtfully throughout learning. This enables pupils to express understanding creatively through expressive arts, humanities, and

reflection. Participation in Arts Council for Wales initiatives has produced impressive outcomes, using creative pedagogy to deepen learning, and this valued practice is shared across the diocese through grant funding, demonstrating the school's commitment to its central role within the curriculum. Pupils in Years 1 and 2 studied the book of Genesis through play, questioning, and artistic activities, expressing their understanding through a range of creative media. This work also promoted awareness of global diversity in people, landscapes, and the natural world. Teachers demonstrate secure subject knowledge and sound pedagogical understanding. Their commitment to creativity in RE inspires pupils and secures high levels of engagement. However, strengthening coverage of the Directory would deepen learning, increase challenge, and support higher levels of understanding. While planning is established, alignment between planning and assessment remains at an early stage of development. Teachers consistently promote pupils' spiritual and moral development through solution-focused initiatives and structured reflection.

The head teacher and deputy head teacher share the RE lead role and provide purposeful leadership with a strong, clear vision. They work effectively together, ensuring faith-based teaching is seamlessly integrated within the Curriculum for Wales while remaining firmly rooted in Catholic tradition. Leaders attend diocesan training regularly and disseminate this learning to strengthen staff subject knowledge and pedagogy across the school. RE has parity with other core subjects in terms of time, staffing, and resources, reflecting leaders' commitment to its central place in the life of the school. The Directory is woven effectively through the wider curriculum and taught discreetly to ensure the required 10% curriculum coverage. Creativity is a strong feature of RE provision, with lessons offering enrichment and engaging opportunities that meet the needs of all pupils and promote motivation and enjoyment. Leaders work collaboratively with other diocesan schools to further enhance teaching quality and consistency. Governors actively support the school's Catholic vision and play a visible role in monitoring RE through learning walks, book scrutiny, and school visits. Self-evaluation processes are in place and demonstrate leaders' and governors' commitment to improvement; they recognise the fact that a strengthened process with systematic monitoring would further enhance impact in RE.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

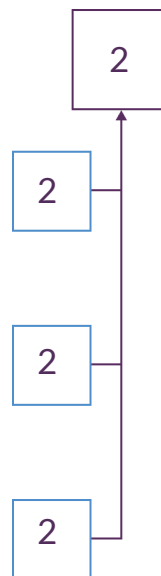
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils engage positively with the school's collective worship, participating with enjoyment and increasing confidence. They can explain how seasons such as Lent, Easter, and Pentecost shape prayer life, demonstrating secure knowledge of the liturgical year. Most pupils take part regularly in Celebrations of the Word, morning prayer, grace before meals and moments of stillness, and participate in formal Catholic prayers with reverence. Younger pupils display emerging spiritual awareness through spontaneous prayer and simple reflections, indicating developing personal engagement. Pupils routinely lead daily class prayer and contribute to a daily Examen, responding thoughtfully by thanking God, reviewing their day, and considering how to live their faith. In worship, they use silence and quiet reflection effectively to express gratitude and intention. During whole-school assemblies, pupils sing tunefully and use British Sign Language, strengthening inclusion and communal participation. The curriculum's golden thread of creativity inspires an impressive pupil response to the Stations of the Cross. Using film and narration, pupils shared a dramatic re-enactment of Christ's journey to Calvary with parents and pupils during inspection. Older pupils lead outdoor pilgrimages, presenting research of saints' lives and posing reflective questions. Overall, pupils participate reverently and enthusiastically in collective worship, they are demonstrating growing spiritual maturity.

Collective worship is an established and valued aspect of the school's life. Clear policies provide structure, ensuring that prayer reflects relevant Scripture and the rhythm of the liturgical year. A range of worship opportunities are in place, with visits to Padre Pio's Shrine at Pantasaph further enriching the school's prayer life and strengthening pupils' sense of connection to the wider Church. Staff, including senior leaders, model positive practice,

supporting pupils to plan and lead worship effectively. Creative approaches, such as using images or making crowns for Mary to explore her titles and rosary club, enhance engagement and understanding. Prayer spaces in classrooms are thoughtfully maintained, with traditional prayers that create a reflective atmosphere. Whole-school Celebrations of the Word, regular visits from the parish priest, Mass attendance, and First Holy Communion preparation help develop strong parish links. Partnerships with the Arts Council for Wales and heritage organisations enrich worship further, enabling pupils to interpret Scripture through expressive arts, including illustrations of the Genesis Creation story, stop-motion Nativity films, and a liturgical dance linked to the Tree of Life. Overall, collective worship nurtures pupils' spiritual development well, though full implementation of the Prayer and Liturgy Directory will strengthen consistency and progression.

Leaders and governors promote collective worship with clear commitment, ensuring it is central to the school's Catholic life. Governors lead the School Development Plan priority for RE, virtues, and ethics, and allocate resources that enhance the quality of prayer and liturgy. Leaders ensure the prayer and liturgy policy is accessible and used to guide practice, supporting staff to plan worship that is engaging, age appropriate, and rooted in Catholic tradition. Professional development is prioritised to build staff confidence and consistency. The school calendar is structured to include whole-school Masses, attendance at weekend parish Mass, regular head teacher-led groups at weekday Masses, and opportunities for the Sacrament of Reconciliation. Governors visit frequently, joining worship and undertaking learning walks. Monitoring is regular and supportive, but current reviews lack sufficient rigour and do not yet provide evaluative, evidence-based judgements about quality and impact. Governors' contribution to Catholic self-evaluation is limited, and while pupil views are gathered, they are not consistently used to inform whole-school reflection. Greater governor involvement in Catholic self-evaluation, with increased rigour and appropriate challenge, would ensure existing monitoring more effectively drives improvement in prayer and liturgy. Overall, leaders and governors ensure collective worship makes a positive contribution to pupils' spiritual development.

Information about the school

Full name of school	Ysgol Bendigaid William Davies Catholic Primary School
School unique reference number (URN)	400256
School DfE Number (LAESTAB)	6623303
Full postal address of the school	Bodnant Crescent, Llandudno, LL30 1LL
School phone number	01492 875930
Headteacher or Head of School	Lucy Phillips
Chair of Governors	Mr Peter McGlory
School Website	www.bwilliamdavs.conwy.sch.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	
Age-range of pupils	0 - 0
Gender of pupils	Mixed
Date of last denominational inspection	09 November 2017
Previous denominational inspection grade	Good

The Inspection Team

Jacqueline Phillips Lead

Catherine Power

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement