



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

A report on

Llangors C.I.W Primary School

**Llangorse
Brecon
Powys
LD3 7UB**

Date of inspection: October 2024

by

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

This report is also available in Welsh.

About Llangors C.I.W Primary School

Name of provider	Llangors C.I.W Primary School
Local authority	Powys County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	141
Pupils of statutory school age	124
Number in nursery classes	
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	7.3%
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 11.1%)	17.7%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	
Date of previous Estyn inspection (if applicable)	
Start date of inspection	21/10/2024

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.

Summary

Nearly all pupils at the school behave well, concentrate for extended periods of time, and develop their resilience. They attend regularly and punctually. Older pupils support their younger peers well, both as role models and through their buddy responsibilities.

Adults promote a strong ethos of care and inclusivity. There are positive, professional relationships between staff and pupils. Staff provide effective support for pupils with additional needs. The school's developing curriculum is broad and holistic, for example including important considerations of diversity and global issues, that support pupils to develop as reflective citizens.

In the most effective lessons, teachers set high expectations that motivate pupils to succeed. As a result, in these lessons, many pupils progress well, for example in their reading and writing. However, overall, the quality of teaching is inconsistent. A minority of lessons lack challenge, and too often, teachers over-direct pupils' learning. This constrains pupils' progress and the opportunities for them to develop their independence. Teachers do not have a robust enough, shared understanding of progression and assessment, and this hinders their ability to plan to develop pupils' skills systematically.

Recent leadership turbulence has affected professional relationships and disrupted systematic monitoring of teaching quality and pupil progress. Across the school's work, in too many instances, systems lack cohesion. This means that leaders do not have a clear enough oversight of what works well, and where improvements are required. All staff understand the importance of keeping children safe and know that they should act if they have concerns about a pupil's safety or welfare. However, recently changed roles and responsibilities mean that currently, not everyone is sure of the correct processes to follow.

Governors demonstrate a strong commitment to the school, providing support during the recent turbulent period. However, their effectiveness over time in holding leaders to account has been limited. Over time, the management and evaluation of the school's finances and resource allocation has not been robust enough. At the time of the core inspection, the future leadership of the school is unclear.

Recommendations

We have made four recommendations to help the school continue to improve:

R1 Strengthen safeguarding procedures

R2 Strengthen leadership and governance to provide stability and strategic direction to the school and ensure coherence and cohesion across all aspects of its work

- R3 Ensure that teaching enables all pupils to make the progress they could and should
- R4 Ensure that robust evaluation processes result in clear improvements to the school's provision and pupils' outcomes

What happens next

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the school's progress usually every four to six months.

Main evaluation

The school has recently experienced a period of significant turbulence, resulting in fractured professional relationships between leaders and managers. Currently, during the absence of the substantive headteacher, the governing body have secured the services of a shared acting executive headteacher from a neighbouring federation, to oversee strategic leadership, and to support the smooth operational management of the school. This recent, temporary arrangement has been successful in beginning to rebuild professional relationships, and to galvanise staff and governors to work together to address the school improvement priorities. However, this work is at a very early stage, and currently, the substantive leadership arrangements in the school are unstable.

Pupils' attitudes to their learning are a strength of the school. Nearly all pupils behave well, concentrate for extended periods of time, and try their best, even when they get stuck. There are strong, professional working relationships between the adults and pupils, and these support pupils to develop their resilience, confidence and curiosity. This is evident in pupils' oracy skills, which are particularly strong and enable nearly all to develop as convincing, capable communicators.

Where teaching is most effective, teachers have a clear understanding of what pupils should achieve in lessons and set high expectations that motivate pupils to succeed. They use strong subject knowledge to model relevant vocabulary correctly and to explain concepts clearly. Teachers promote enjoyment in reading and use a wide variety of engaging texts that capture pupils' interest well, for example stimulating resources provide a clear purpose to inspire younger pupils to write persuasively. Teachers support most pupils to learn the sounds that letter strings make effectively, to read for meaning and to reflect critically on what they read. As a result, most pupils develop as fluent readers, who apply their reading well across their wider learning.

Across the school, most teachers provide interesting learning experiences that engage most pupils effectively and support them to develop an appropriate range of knowledge and skills. Overall, the school's curriculum provides suitable breadth and depth for pupils' learning and holistic development. A good example is the

worthwhile, authentic opportunities for pupils to learn about the diversity of communities in modern Wales. Through meeting with well-chosen visitors, older pupils develop empathy and understanding for the experiences of people who have been displaced by conflict. This supports them to develop a good awareness of global inequity and injustice, and in turn most pupils develop a strong capacity to think and act as ethical, reflective citizens. Combined with well-attended activities such as the lunchtime prayer club, this supports pupils to develop their spiritual, moral, social and cultural skills well.

Overall, however, the quality of teaching is too variable, and this means that, over time, pupils' progress is inconsistent. In a minority of lessons, pupils spend too long listening to teachers and completing tasks that do not challenge them sufficiently or build effectively on their previous learning. For example, where teachers over-scaffold activities, this curtails opportunities for pupils to work with independence and to be more ambitious in their writing.

Staff have not established a clear, shared understanding of what good progress looks like. This limits teachers' ability to identify and plan for the next steps in pupils' learning, and to develop pupils' skills systematically so that they make as much progress as they could. For example, younger pupils absorb the Welsh language enthusiastically, learning new vocabulary and language patterns readily. However, over time, although still enthusiastic communicators, older pupils do not always build on these skills systematically and progressively enough to make the progress they could.

Staff have established an ethos of care and inclusivity at the school. They know their pupils well and build positive professional relationships to support their well-being. Most pupils attend school regularly and punctually. Older pupils are keen to provide guidance to younger pupils both as role models and through buddy and monitor responsibilities. Leaders use grant funding appropriately to support pupils from poorer backgrounds, to engage them in all aspects of school life and to ensure that they don't fall behind their peers. However, leaders do not always know whether the additional funding makes a difference to the targeted pupils' outcomes.

There is a broad range of active pupil voice groups. Members campaign for selection, set their own agendas, keep minutes and correspond with, for example, school governors and the Friends of the school. As a result, pupils initiate improvements to playground activities and promote healthy eating and drinking. However, pupils' influence on the curriculum and more strategic matters is less well developed.

There are worthwhile systems to support and nurture pupils with additional needs, including effective partnership work with parents and outside agencies. However individual targets for these pupils are not always tightly focused enough, and as a result, on occasions different adults work towards slightly different goals.

All staff understand the importance of keeping children safe and know that they should act if they have concerns about a pupil's safety or welfare. However, leadership turbulence has resulted in changed roles and responsibilities related to safeguarding. Currently, not everyone is sure of the correct processes to follow. Leaders rightly recognise the need to strengthen the culture of safeguarding.

The period of leadership turmoil has disrupted the usual cycle of leadership activity. Nevertheless, overall, leaders do not monitor the quality of classroom provision or evaluate pupils' progress systematically enough, on a regular basis. The opportunities for staff to contribute to the strategic direction of the school have, until recently, been very limited.

Over recent years, progress in addressing many important national improvement priorities has been slow. For example, currently the school's curriculum does not ensure that all pupils acquire and develop the skills that they need in a structured, progressive way. Leaders have not focused well enough on ensuring consistent, high quality classroom practice, and staff do not have a clear, shared understanding of assessment and progression.

Despite very recent improvements, overall, the school's processes lack cohesion. For example, teachers retain their own class records of pupils' reading ages and other useful data. However, there is no single, coherent system to enable leaders to track pupils' progress over time and identify peaks and troughs. Over recent years, leaders have not used performance information strategically enough to identify the impact of improvement actions or pinpoint next steps.

There has been worthwhile professional learning recently. For example, a Welsh language secondment has raised the profile of Welsh in the school. However, over recent years, opportunities for teachers to develop their pedagogy and teaching have been limited.

Governors demonstrate a strong commitment to the school. For example, they have provided helpful support to parents and staff during a difficult time for the school. They rightly identify the recent, positive impact of the temporary leadership arrangements in improving communications and providing renewed strategic direction.

However, these changes are very recent, and over time, governors' effectiveness in providing scrutiny or in holding leaders to account has been limited. Governors do not have a robust enough understanding of the school's strengths and weaknesses because self-evaluation is not objective or rigorous enough. Although governors review policies regularly, often their review does not identify that the policies do not reflect the current practice in school.

Over time, the management and evaluation of the school's finances and resource allocation have not been robust enough. Plans for improvement are not always costed and spending does not always link tightly enough with school improvement priorities. Furthermore, currently, the future leadership of the school is unclear.

Additional information

The school's arrangements for safeguarding pupils give cause for concern.

The school's arrangements for site security do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors do not scrutinise and manage the school's finances appropriately, including the use of the pupil development grant.

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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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:

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This document has been translated by Trosol (English to Welsh).