

Llandinam C.P. School
Llandinam
Powys
SY17 5BY

13/12/2024

Dear Miss Michelle Humphreys

Interim visit: December 2024

A team of inspectors visited Llandinam CP School to consider how the school has progressed in addressing two recommendations from its most recent core inspection. Below is a summary of progress against these focus areas. Leaders should use these findings to support further improvements.

Overall, leaders and staff at the school have worked well to develop the curriculum to ensure the systematic development of pupils' knowledge, skills and understanding. The headteacher and staff carry out their roles with commitment and diligence. They recognise the need to work with governors and the local authority to put in place stable arrangements for teaching in the older classes and school leadership overall.

Focus of visit

Put in place appropriate strategic leadership to take forward improvement priorities, and to lead and manage staff effectively

- In recent years, the school has experienced a period of uncertainty around leadership that has made strategic planning and school improvement difficult to implement. Since her return to the school and to her leadership position, the headteacher has begun to address these issues. She has worked with staff to put in place sound plans for evaluation and improvement and begun to reestablish previously well-embedded systems and processes.
- The headteacher and staff are reintroducing a good range of self-evaluation activities to help inform them about the quality of teaching and its impact on the progress that pupils make. These include looking at pupils' work, listening to learners and surveying the views of stakeholders, such as pupils and parents, through questionnaires.
- The school's engagement with pupils to gain their opinions about what is working well and what could be improved is a particular strength. In addition, the school uses a wide range of assessment information well to inform the

next steps in pupils' learning and to develop broader evaluations about the quality of provision.

- As a result of the reintroduction of effective self-evaluation processes, leaders and staff accurately identify areas for improvement from their formal and informal monitoring. For example, they recognise the need to improve the ability of pupils to write independently and at length and have put in place sound plans to achieve this.
- Where the headteacher and staff have identified areas for further development, there is clear evidence of the impact of their actions. For example, the introduction of new approaches to reading, such as the introduction of shared reading, have improved the reading skills of younger pupils effectively.
- The headteacher and staff are committed to ensuring the best possible education and outcomes for pupils. However, despite their dedication, there is ongoing uncertainty around leadership. This makes it difficult for them to ensure the consistency of the quality of teaching and learning in the school, particularly for the older pupils. There is an urgent need for the school to have stable and effective leadership arrangements.

Ensure that the curriculum, and the structure of the school day, supports the systematic development of pupils' knowledge, skills and understanding

- Staff have worked together purposefully to develop a curriculum that reflects and builds on pupils' interests well. They provide worthwhile opportunities for pupils to influence their learning so that it is relevant and meaningful to them. As a result, nearly all pupils engage well and are motivated to learn.
- Staff plan systematically to develop pupils' skills, knowledge and understanding appropriately over time. For example, they develop pupils' early reading skills effectively and provide suitable opportunities for older pupils to apply and extend their reading skills as they move through the school. Most pupils develop their Welsh language skills effectively.
- Teachers assess the progress pupils' make carefully. They show a detailed and thorough knowledge of individual pupils' needs and of their next steps. They use this information to plan and adapt learning experiences responsively to meet the range of pupils' ability effectively.
- Teachers ensure that the curriculum provides suitable opportunities to develop pupils' skills and understanding across the areas of learning and experience and to promote their holistic development. They make effective use of the learning environment to promote pupils' independence and to provide opportunities for them to apply their literacy, numeracy and digital skills in their wider learning.
- Leaders recognise where recent instability in the school's staffing has led to inconsistency, such as in the provision for developing pupils' extended writing. They have begun working with staff to strengthen this aspect of teaching.
- Since the core inspection leaders have reorganised the teaching of maths for older pupils to ensure that they have suitable opportunities to develop their skills and knowledge at regular points throughout the week. Teachers make valuable use of practical resources and revisit concepts to secure pupils' understanding before moving on.

The school's/PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:
<http://www.estyn.gov.wales/provider/6662020>

Yours sincerely



Liz Miles
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