



Report summary for parents and carers on Llangors C.I.W Primary School

Date of inspection: October 2024

by Estyn, His Majesty's Inspectorate for Education and Training in Wales
This report is also available in Welsh.

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 and next steps

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

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. This is the most intensive level of statutory follow-up. Estyn will monitor the school's progress on a termly basis following the publication of the inspection report.

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).



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