

A report on

Llansannor and Llanharry CIW Primary School

**Ystradowen
Cowbridge
Vale of Glamorgan
CF71 7SZ**

Date of inspection: March 2026

by

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

About Llansannor and Llanharry CIW Primary School

Name of provider	Llansannor and Llanharry CIW Primary School
Local authority	Vale of Glamorgan Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Church in Wales
Number of pupils on roll	228
Pupils of statutory school age	174
Number in nursery classes	30
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 21.7%)	4.4%
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 9.2%)	6.9%
Percentage of pupils who speak Welsh at home	1.8%
Percentage of pupils with English as an additional language	0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	04/04/2022
Date of previous Estyn inspection (if applicable)	09/05/2017
Start date of inspection	16/03/2026

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

Llansannor and Llanharry CiW Primary School provides a calm, welcoming and nurturing environment. It gives pupils a strong voice in school life and ensures that their opinions are valued and acted upon. The headteacher has a clear vision based on the school's values. She provides strong direction and creates a safe and inclusive learning environment.

Leaders place a high priority on ensuring that staff meet all pupils' well-being and learning needs. There is a consistent focus on improving the quality of teaching. The curriculum offers interesting, real-life learning experiences and motivates pupils to learn. Pupils develop literacy, numeracy and digital skills progressively, and most pupils make good progress in applying these across areas of learning. Although pupils make good progress in learning Welsh in lessons, they do not generally develop the confidence to use it in informal situations. Pupils with additional learning needs (ALN) receive high-quality support to meet their individual targets.

Teachers challenge and support pupils effectively. They provide extensive and valuable opportunities for pupils to develop strong independent learning skills, and this is a strength of the school. Staff build supportive relationships with pupils and set high expectations. Consequently, pupils have positive attitudes to learning and display exemplary behaviour.

Leaders and governors have an accurate understanding of the school's strengths and areas for improvement. Monitoring and evaluation processes are thorough and link closely to the school's improvement priorities. Leaders involve pupils well in this process, and this contributes to the collaborative culture of working that is evident throughout the school. The school has a strong track record of making improvements.

Effective partnership work with parents promotes good attendance successfully. Governors provide valuable support, have a good knowledge of the school's work, and contribute well to school life.

Recommendations

We have made one recommendation to help the school continue to improve:

R1 Improve pupils' Welsh oracy skills

What happens next

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

Main evaluation

At Llansannor and Llanharry CiW Primary School, pupils have a strong sense of belonging and pride in their school. They have highly positive attitudes to learning, showing resilience, determination and initiative. The headteacher provides strong and purposeful leadership. She has established a clear vision, rooted in the school's values, which focuses on developing the whole child within a nurturing and inclusive environment. Working relationships between staff and pupils are very strong and reflect the school's clear values-led ethos.

The school's calm, welcoming ethos ensures that pupils feel safe, confident and supported. This has a positive impact on pupils' willingness to take risks in their learning and to develop independence. The behaviour of nearly all pupils is exemplary.

Through effective teaching and a clear understanding of progression, staff ensure that most pupils, including those with additional learning needs (ALN), make good progress from their starting points in literacy, numeracy and digital competence.

Across the school, most pupils develop strong speaking and listening skills. They speak confidently and articulately about their learning, using an increasingly wide and imaginative vocabulary. Older pupils discuss and present their work maturely and justify their opinions with confidence. Through a systematic and effective approach to the teaching of reading, staff support younger pupils well to develop an early interest in books, enabling them to identify letters and simple words quickly. As they move through the school, pupils read with increasing fluency and develop strong skills in using information from texts effectively to support their learning. From an early age, most pupils develop their writing skills well. As they move through the school, they make good progress in writing across a wide range of fiction and non-fiction genres. Older pupils apply these skills independently and effectively in their work across the curriculum.

Most pupils make good progress in mathematics through well-planned learning experiences. The school has an effective structured approach to developing pupils' mental and written calculation skills, and pupils have regular opportunities to apply these skills in purposeful and engaging contexts. By Year 6, most pupils use their numeracy skills confidently and independently.

As pupils progress through the school, most develop a good range of digital skills and apply these independently to support their learning. Pupils have a clear understanding of how to keep themselves safe online. Through regular digital citizenship sessions, they explain how to respond appropriately to online risks and how to protect themselves and others.

The school plans purposefully for the development of pupils' Welsh oracy skills. Many members of staff are good role models in the use of Welsh, and many pupils are keen to use basic Welsh patterns. While younger pupils use simple phrases enthusiastically, older pupils do not always demonstrate sufficient confidence to use Welsh spontaneously outside of structured lessons.

Teachers provide pupils with appropriate levels of challenge and support. All staff use questioning effectively to develop pupils' thinking and deepen their understanding. Teachers make swift and effective use of ongoing assessment to adapt learning to meet pupils' needs. As a result, most pupils make strong progress in their learning.

Spotlight: An effective curriculum

Teachers have developed a holistic curriculum that is engaging, inspiring and enables pupils to make sense of the world. Pupils develop skills progressively through imaginative and stimulating first-hand learning experiences. There are good opportunities for pupils to take responsibility for their learning. Teachers review the curriculum regularly, and this flexibility ensures that it remains relevant and responsive to pupils' needs.

Staff have thoughtfully created a learning environment that enriches pupils' learning and supports them to develop independence. They use the extensive outdoor areas, including the school's allotment well to enhance learning experiences across the curriculum. The school's focus on values provides many opportunities for pupils to consider wider issues, such as anti-racism, and these aspects contribute effectively to pupils' spiritual, moral, social and cultural development.

Spotlight: Developing independent learners

Pupils are particularly effective at taking ownership of their learning and this develops successfully as they move through the school. Younger pupils show curiosity and demonstrate resilience when faced with challenges. Older pupils often set their own success criteria and use a range of strategies to research, problem-solve, and reflect on their progress. They make good use of feedback to improve their work, showing initiative in extending their knowledge beyond the classroom.

Leaders assess and promote pupils' well-being effectively. Skilled support staff use a range of useful information to ensure they target intervention successfully to improve pupils' confidence and self-esteem. Many pupils take responsibility for the well-being of others, contributing positively to the calm, safe and inclusive school environment.

Arrangements for supporting pupils with ALN are a notable strength. The school has a systematic and well-embedded approach to identifying, supporting and monitoring pupils' needs. Staff are well informed, and appropriate professional learning enables them

to deliver bespoke programmes confidently. This supports smooth transitions between year groups. The school makes innovative use of technology to enable nearly all pupils to share their views on their learning and support confidently and securely.

Leaders ensure that professional learning is well aligned to school priorities and a focus on providing consistently high-quality teaching supports most pupils to make strong progress.

Leaders and governors have an accurate understanding of the school's strengths and areas for improvement. Monitoring and evaluation processes are thorough and aligned closely with the school's improvement priorities. The school has a strong track record of securing improvement. Effective partnership working with parents ensures that most pupils' attendance is good.

Leaders work well together to develop leadership capacity among staff and pupils. The school actively encourages pupils to share their views. The diverse and well-embedded range of pupil leadership groups ensures that pupils play a central role in shaping school practice and informing decision-making. Most older pupils feel that they have good opportunities to influence the life of the school and articulate numerous actions that have improved the school for their peers. For example, the School Council worked alongside teachers to create a child-friendly set of improvement targets to foster a sense of collective responsibility for the school's work. 'You said, we did' displays demonstrate the impact of this work and are a source of pride for pupils.

Governors are highly committed to the school and fulfil their role as critical friend effectively. They provide valuable support and challenge to leaders and have a clear understanding of what the school does well and any areas for improvement. Leaders and governors manage the school's finances suitably, making thoughtful, pupil-centred decisions and using grant funding well to ensure equity and targeted support for pupils.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

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

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors 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.

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