

Report following monitoring

Level of follow-up: Special measures

Llangors C.I.W Primary School

**Llangors
Brecon
Powys
LD3 7TR**

Date of visit: June 2026

by

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

Outcome of visit

Llangors C.I.W Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

Progress since the last inspection

R1. Strengthen safeguarding procedures

The headteacher has worked swiftly with governors, staff and regional partners to re-establish a strong culture of safeguarding across the school. The revised school policy supports staff to understand and carry out their roles and responsibilities effectively. It provides step-by-step guidance about the actions to be followed should a safeguarding concern arise.

Leaders have established robust procedures that ensure staff and governors remain up to date with their knowledge and understanding of safeguarding practices. There are clear timescales for statutory safeguarding training. In addition, leaders facilitate open discussion around safeguarding issues. They provide regular reminders of safeguarding procedures through staff meetings so that governors and staff at all levels demonstrate a sound understanding of school safeguarding procedures.

All staff understand how to log concerns using an online system. Safeguarding leads monitor and maintain these records diligently. They ensure that all necessary information is included and act upon concerns promptly, following up where needed.

Staff communicate key safeguarding information to parents and carers well. The school prospectus contains a useful overview of the school's approach to safeguarding pupils. In addition, parents and carers receive regular safeguarding updates and reminders, for example about site security, through the school newsletter.

Governors place a suitably high priority on ensuring that the school's safeguarding procedures are effective. They maintain clear staff training records and with the support of regional partners, audit the school's processes rigorously. The headteacher provides regular safeguarding updates for governors and ensures that safeguarding is a standing item on the agenda of every school meeting.

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

Leaders have strengthened strategic leadership across the school effectively. They set clear expectations and provide regular communication that helps staff understand the school's priorities and their role in improvement. This ensures that staff increasingly work with a shared sense of purpose to secure greater consistency and coherence across key aspects of the school's work.

The school has enhanced leadership capacity by providing staff with valuable opportunities to collaborate on developments and to lead specific objectives. Leaders use relevant professional learning and coaching to foster a culture that supports staff at all levels to reflect on the impact of their work and to share effective approaches to improve provision. For example, recent professional learning on practical approaches to teaching mathematics has enabled leaders and teachers to review and refine their practice beneficially. This is enabling staff to make a worthwhile contribution to the school's strategic priorities. Collaboration with colleagues beyond the school broadens leadership expertise and helps maintain a clear focus on the school's improvement aims.

Parents, staff, governors and the wider community work together to bring about improvements that benefit the pupils in the school. The parents' forum provides a worthwhile opportunity for parents to contribute to school development. Leaders listen carefully to this feedback and adapt aspects of the school's work where appropriate, helping to improve pupils' experiences.

Governors use their skills and experience to support the school's development well. Increasingly, they use first-hand monitoring activity to consider closely the impact of changes on the progress that pupils make. They reflect on their findings carefully, using governor committee meetings and full governing body discussions to provide thoughtful challenge to leaders. Governors are alert to opportunities to enhance their effectiveness and collaborate purposefully with leaders and professional partners to refine their work. They ensure that leaders manage financial resources effectively to support improvement.

R3. Ensure that teaching enables all pupils to make the progress they could and should

The school has made sound progress in improving the quality and consistency of teaching. Most teachers take suitable account of pupils' prior knowledge and experience to plan learning that is well matched to pupils' needs and challenges them effectively. In most lessons, teachers set clear objectives and success criteria that help pupils to understand

the purpose of their learning and what they need to do to make progress. This supports most pupils to apply themselves with focus and to work with independence. Most teachers monitor pupils' learning closely, adapting their teaching responsively to provide further instruction or clarification without intervening unnecessarily. This ensures that pupils' progress in lessons is sustained and learning proceeds at a good pace.

In the younger classes, teachers provide a rich and stimulating learning environment that promotes pupils' curiosity, creativity and problem-solving skills successfully. Well-planned opportunities for pupils to explore, collaborate and make choices about their learning help them to develop independence and sustain high levels of engagement. Staff work effectively alongside pupils, providing timely support while encouraging them to think for themselves and apply their developing knowledge and skills confidently.

In the older classes, teachers provide many worthwhile opportunities for pupils to collaborate and to discuss their work, for instance to explain their thinking, justify their ideas and to learn from one another. Teachers use their assessment of pupils' progress to inform their planning effectively. This is impacting positively on the progress most pupils make in developing their writing skills.

Teachers have benefited from focused professional learning to develop a shared understanding of effective teaching, progression and assessment, including through work with schools in the cluster and further afield. This has sharpened teachers' expectations, helping them to plan for pupils' progress more systematically. Leaders have supported these developments well through regular monitoring, constructive feedback and collaboration across the staff team that ensures a sustained focus on the impact of teaching on how well pupils achieve.

R4. Ensure that robust evaluation processes result in clear improvements to the school's provision and pupils' outcomes

Leaders have established robust procedures for monitoring the school's work. They use a suitable range of first-hand evidence, including observations in lessons and listening to learners, to evaluate teaching and learning effectively. Leaders communicate a specific focus before each monitoring activity, ensuring that staff understand its purpose and relevance. They analyse and reflect on findings carefully to identify specific strengths and areas for development accurately. They provide useful, focused feedback that helps teachers strengthen their practice and improve consistency in important aspects of teaching. Leaders continue to refine how they draw together evidence from across their monitoring activity to highlight the most important aspects to address. This is helping them strengthen the impact of evaluation on improvements to teaching and learning.

Leaders at all levels use assessment information to evaluate the impact of improvement actions and to refine provision appropriately. Leaders' evaluation of pupils' progress in writing identifies clearly what pupils do well and what teachers need to focus on to develop their skills further. This practice has strengthened teachers' understanding of effective progression in writing which is impacting positively on their expectations for pupils' progress over time. Most recently, analysis of pupils' progress in mathematics has led to improved provision to develop pupils' mathematical reasoning and problem-solving skills.

Governors play an increasingly effective role in monitoring the school's work. Regular visits, relevant training and participation in monitoring activities have improved their understanding of the quality of teaching and the progress that pupils make. This is helping them to provide effective support and challenge to leaders.