



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

**A report on**

**Llangan C.P. School  
Llangan  
Nr. Bridgend  
CF35 5DR**

**Date of inspection: April 2019**

**by**

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

## About Llangan C.P. School

Llangan County Primary School is in the Vale of Glamorgan local authority. There are 126 pupils on roll aged from 3 to 11 years, including 22 who attend part-time in the nursery. The school organises pupils into four mixed-age classes and the nursery.

Under 2% of pupils are eligible for free school meals, which is considerably below the national average of 18%. The school identifies about 6% of pupils as having additional learning needs. This is notably below the national average of 21%. A very few pupils come from an ethnic minority background or have English as an additional language. A very few pupils speak Welsh at home.

The headteacher took up her post in January 2016. The school's previous inspection was in March 2012.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Llangan Primary School is an inclusive learning community. Leaders and staff demonstrate high levels of care and respect for pupils. By the end of their time at the school, most pupils achieve well. They are particularly eloquent and speak maturely on a broad range of topics. Pupils' behaviour is exemplary.

Teachers provide pupils with effective opportunities to use and develop their information and communication technology skills. They identify well when pupils need extra help or support. Many teachers use effective questioning skills to test pupils understanding and encourage them to develop their ideas successfully. However, teachers' expectation of pupils, and the challenge that activities provide, is not consistently high enough. The school is developing a more varied range of valuable learning experiences to engage pupils. These developments are beginning to have an appropriate impact on pupils' enthusiasm.

The headteacher is passionate about her role and considers well how to develop the leadership role of other teaching staff. The governing body are also highly committed to supporting the school. However, leaders do not always engage effectively with a minority of stakeholders. The school's processes for identifying areas for improvement are comprehensive, but not always accurate enough.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Adequate and needs improvement</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Adequate and needs improvement</b>

## **Recommendations**

- R1 Ensure that learning activities engage and challenge all pupils successfully
- R2 Ensure that pupils have more consistent and beneficial opportunities to develop their literacy and numeracy skills throughout the curriculum
- R3 Improve engagement with the stakeholders identified in the report
- R4 Improve the rigour of self-evaluation processes to ensure that the school identifies the most important areas for improvement

## **What happens next**

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

## Main findings

### Standards: Good

Most pupils enter the school with skills that are equal to, or above, those expected for their age. During their time in school, many pupils achieve well. However, they do not always progress as successfully as they could, particularly the more able.

By the end of the foundation phase, most pupils listen attentively and talk confidently to adults and each other. Many are able to explain their thoughts and ideas effectively, for example when considering the properties of two-dimensional shapes. At the end of key stage 2, many pupils communicate very well and use a broad and varied vocabulary. For example, when discussing food additives, pupils compare the need to ensure that food does not spoil against the wish for fewer chemicals in their food. Many listen carefully to others and use this to build on their own ideas well.

At the end of the foundation phase, many pupils read confidently. They have a beneficial understanding of letter sounds and use this to work out unfamiliar words. Most pupils recall and discuss well the content of their books. By the end of key stage 2, many pupils read fluently and accurately. They recognise different writing styles and the different perspective that this gives the reader, such as the way writing in the first person helps you to understand the narrator. A majority of pupils understand techniques that authors use to engage the reader, such as the use of rhetorical questions. However, a few do not always recognise or self-correct when they make mistakes when reading sentences.

By the end of Year 2, most pupils write effectively in a variety of genres, for example in letters to Father Christmas, newspaper articles and tales with a moral message. Most use capital letters and full stops accurately. A majority use other forms of punctuation successfully, such as speech marks and exclamation marks. Many pupils use adjectives effectively to enliven their writing, for instance describing a crow as 'fuzzy and feathery'. At the end of key stage 2, many pupils write comprehensive accounts on topics, such as their imagined experiences as an evacuee. Many pupils use their extensive vocabulary well to add interest to their writing. For example, they describe that when standing on a train platform 'mother grabbed my hand forcefully like a snake suffocating its prey'. However, pupils do not always use these skills to a high enough standard when writing across the curriculum.

By the end of the foundation phase, most pupils develop their number skills effectively. They order and identify mathematical patterns successfully. Most pupils use their mathematical understanding usefully in practical situations, for example when reading thermometers and measuring the depth to plant seeds in the poly-tunnel. By Year 6, many pupils understand their multiplication tables and use these to solve problems accurately, for instance when calculating the volume of a cube. Many understand concepts such as prime numbers and square numbers well. They identify useful strategies and steps needed to complete tasks, such as identifying whether an angle is obtuse or acute before measuring in order to be able to estimate their answer. A few pupils struggle with quick mental calculations that should be within their reach. In general, pupils do not apply their numeracy skills to a high enough level when working across the curriculum.

Many pupils develop their ICT skills well and use these in subjects across the curriculum confidently. For example, in the foundation phase, most pupils use laptop and tablet computers efficiently when reorganising sentences or answering times tables questions. In key stage 2, many older pupils use a range of software to create imaginative anti-bullying posters. Many use spreadsheets simply, for example to present information on pupils' favourite foods. Most pupils use simple video recording and editing apps well to record themselves, for example when reading news of major events in the Second World War.

Many pupils make suitable progress in developing their Welsh language skills. By the end of key stage 2, many pupils speak clearly to share personal information, such as where they live and who is in their family. Many have a worthwhile, simple vocabulary that they use appropriately. A majority read simple Welsh texts confidently, and translate and understand what they read suitably. Older pupils are beginning to write basic sentences freely using appropriate sentence structures, for example when writing about a famous person, such as Michelle Obama.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils feel safe in the school's caring and nurturing environment. Most pupils know to whom they can turn when they need support and are confident that adults will respond effectively to any friendship or behavioural issues. Members of the playground friendship group take their responsibilities seriously in ensuring that all pupils are happy in school.

Nearly all pupils behave exceptionally well in lessons and around the school. They are polite and well-mannered, and show respect for adults and for one another. In nearly all cases, they listen carefully to what their friends and teachers say. They show consideration and respect for the needs of others.

Most pupils have positive attitudes to learning. They are interested in learning and concentrate for long periods when completing tasks. They work well individually and with their classmates. They show strong resilience and perseverance when facing challenges, for example learning from mistakes when constructing a bridge made out of newspaper. Nearly all pupils share their ideas on what they would like to learn successfully. For example, pupils comment maturely on the classroom 'wonder-wall' to share their ideas with the class. They are beginning to make more independent decisions about the different ways in which they can complete tasks successfully.

Most pupils are positive about the opportunities that they receive to develop leadership skills. They undertake responsibilities conscientiously within a variety of groups. For example, the school council ask local charities to fund playground equipment. The 'Eco Owls' have successfully reduced the use of plastics in the school by ensuring that pupils drink milk from reusable cups rather than using plastic milk bottles. However, these roles do not yet influence strongly enough on decisions at the school.

Most pupils understand and have positive attitudes towards living healthy lives. They understand well that fruit and vegetables are an essential part of a healthy diet. They talk confidently about the need to take regular exercise and the benefits of the daily mile activity. Pupils take part in the school clubs enthusiastically, for example the

Flag Football and Table Tennis clubs. This benefits them physically as well contributing to their general wellbeing. Most pupils have a secure understanding of how to stay safe when using the internet.

### **Teaching and learning experiences: Adequate and needs improvement**

Teachers and support staff build strong working relationships with pupils. They create a positive atmosphere at the school and treat pupils with respect. Where teaching is effective, staff use a range of interesting approaches and strategies to engage pupils. For example, pupils in the nursery develop useful physical and communication skills while making fresh vegetable soup. Many teachers use effective questioning skills to test pupils' understanding and encourage them to develop their ideas successfully. However, teachers' expectation of pupils, and the challenge that activities provide, is not consistently high enough.

Many teachers provide useful oral feedback in lessons that helps pupils when they are unsure of what to do. They identify effective learning and praise pupils well. However, in a majority of cases, written feedback is not effective enough to help pupils identify what they need to do to improve. In a few cases, teachers provide pupils with worthwhile opportunities to evaluate their own work or that of their classmates. However, these beneficial practices are too inconsistent.

Overall, the school's strategic approach to organising the curriculum gives teachers good support to plan learning. Long term planning is useful and builds systematically on pupils' existing knowledge, understanding and skills as they move through the school. The school is developing a more varied range of valuable learning experiences to engage pupils. For example, the development of a rich variety of learning activities in the allotment area fascinates pupils and is beginning to contribute well to developing their skills and wellbeing. Pupils now have opportunities to suggest ideas for class topics and make more decision about what they would like to learn. These developments are beginning to have an appropriate impact on pupils' enthusiasm.

In a majority of classes in the foundation phase, the school has successfully developed the ethos and principles of this stage of learning. Pupils have beneficial opportunities to develop independence and influence their own learning. Learning activities outdoors are engaging and help pupils to develop skills, such as their understanding of size, shape and pattern. However, older foundation phase pupils do not consistently have these worthwhile learning experiences.

There is a worthwhile focus throughout the school on developing pupils' ICT skills across the curriculum. Most teachers plan a useful range of activities to allow pupils to use these skills. For example, in key stage 2, pupils use stop-go animations to improve their communications skills. However, the school is less successful at providing pupils with beneficial opportunities to use and develop their literacy and numeracy skills across the curriculum. Teachers provide pupils with a few opportunities to improve these skills, such as drawing graphs in their science lessons. However, these opportunities are too inconsistent. As a result, pupils do not always develop these skills as successfully as they could.

Regular Welsh sessions help pupils to develop their fluency in using common sentence patterns and helps them understand the importance of learning Welsh. Teachers and the 'Crew Cymraeg' ensure that there are appropriate opportunities for pupils to practise their Welsh, for example through the sentence of the week. As a result, many pupils are developing their Welsh language skills appropriately.

### **Care, support and guidance: Good**

Teachers use a variety of systems and progress meetings to monitor the progress that pupils make and use this information well to identify those who need additional support. They develop useful individual plans for specific pupils that identify their particular needs and actions that they can take to support these pupils. This helps staff to cater for these pupils effectively. The school works well with outside agencies, such as speech and language and medical services, to ensure suitable provision for specific pupils. As a result, the school ensures that these pupils make good progress against their targets. The school identifies pupils who need emotional support effectively and provides beneficial interventions for them to make positive progress.

The school provides effective opportunities for pupils to take on responsibilities through a variety of pupil committees. They discuss and develop ideas appropriately, such as developing playground games in Welsh. There are beneficial opportunities for pupils to develop their creative and collaborative skills, such as through participation in a 'Life Skills' week. They learn to live and work together in groups, building dens and writing songs as part of their 'tribe' responsibilities. Older pupils support younger pupils effectively to develop their skills in these interesting tasks.

The school develops pupils' spiritual, moral, social and culture development successfully, for example during collective worship and assemblies. They provide a range of stories for pupils to reflect on their social and spiritual meaning. 'Rights ambassadors' promote children's rights effectively, helping pupils develop a strong moral understanding. They celebrate these values successfully, and highlight them throughout the school, in classroom charters and 'promise posters'. The school develops pupils' understanding of physical and emotional health and wellbeing carefully. For example, during the wellbeing week, pupils take part in music and dance workshops. They enjoy a sensory walk through the school grounds to help them understand the value nature has on their wellbeing. The school has appropriate arrangements to promote healthy eating and drinking.

Staff use the school grounds effectively to stimulate pupils' learning. For example, they grow a variety of fruits and vegetables and encourage pupils to care for these plants in order to harvest them successfully. They arrange a variety of suitable trips to support pupils' learning, for example to local museums and the RNLI centre in Porthcawl. This enhances their knowledge and understanding about different topics beneficially.

The school provides parents with relevant and useful information about their children's progress. Pupils contribute effectively to their annual report and share their best work creatively by using an internet link that allows others to view this work virtually. However, a minority of parents feel that the school does not seek their feedback or listen to their views well enough.



The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Leadership and management: Adequate and needs improvement**

Senior leaders have a clear vision for the school based on developing engaging approaches to learning and teaching in line with the requirements of the new curriculum for Wales. All staff are firmly committed to ensuring that pupils' wellbeing is of the highest priority. The headteacher has worked well to distribute leadership responsibilities within the school and develop the leadership skills of senior staff. They take responsibility for key aspects of the school's work and play an important role in implementing and monitoring school improvement activities. Through regular meetings and ongoing informal dialogue, senior leaders work with teachers to deliver current improvement priorities appropriately. However, senior leaders do not engage consistently or well enough with a minority of support staff and parents. For example, not all of the support staff understand the vision that leaders have to move towards a different approach to learning and its potential benefits to the development of pupils' wider skills. This hinders the effectiveness of improvement strategies and initiatives.

The governing body is keen to support the work of the school. The chair and vice-chair have a good understanding of how teaching and learning is changing in Wales with the implementation of the new curriculum. They support senior leaders conscientiously in their drive to make changes to the school's provision. The governing body has established an effective sub-committee structure that oversees the work of the school well and feeds key information to the full governing body meetings. However, governors are sometimes too reliant on the information they receive from school leaders.

Senior leaders undertake a wide range of monitoring actions. A systematic timetable of evaluation activities includes scrutiny of pupils' work, lesson observations and listening to the views of pupils. However, despite the broad nature of the school's monitoring, these activities do not identify the most important areas for improvement well enough. For example, self-evaluation processes have not highlighted the need to improve opportunities for pupils to develop their writing and numeracy skills across the curriculum, or identified that teaching does not challenge pupils consistently enough.

The school is developing a successful track record of improvement in a few areas. For example, teachers have worked collaboratively to improve provision for the development of pupils' writing skills. As a result, most pupils achieve good standards and produce high-quality writing in English lessons. The school collaborates well with external providers and local schools to work on improvement areas. For example, the school is leading an interesting project to develop teachers' ability to engage with, and benefit from, research methods.

Senior leaders ensure regular opportunities for teachers to engage with professional learning to improve their knowledge and skills. The school has devised effective performance management procedures for teachers that encourage them to engage in ongoing reflection about the effectiveness of their practice. However, leaders do not review and oversee the professional development of support staff well enough.

Not all support staff are clear about their roles, responsibilities and lines of accountability.

Senior leaders and governors work successfully to ensure ample staff and equipment to deliver the curriculum. For example, they regularly review and update the school's ICT hardware to make sure it is of sufficient quality to meet the needs of pupils and staff. The school has created an attractive learning environment for pupils. The outdoor space, including the school poly tunnel and garden, is particularly beneficial in supporting pupils' learning outside of the classroom. Overall, senior leaders and governors manage the school's resources well.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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