



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

**A report on**

**Ysgol Llannon**

**Llannon  
Aberystwyth  
Ceredigion  
SY23 5HX**

**Date of inspection: June 2024**

**by**

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

**This report is also available in Welsh.**

## About Ysgol Llannon

Name of provider	Ysgol Llannon
Local authority	Ceredigion County Council
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	43
Pupils of statutory school age	33
Number in nursery classes (if applicable)	*
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.7%)</i>	26.4%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 13.2%)</i>	*
Percentage of statutory school age pupils who speak Welsh at home	45.5%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	08/04/2024
Date of previous Estyn inspection (if applicable)	
Start date of inspection	24/06/2024
The acting headteacher has been in post since April 2024.	

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website:  
[mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school

## Overview

Ysgol Llannon is a caring, inclusive and happy community. The school is an integral part of its local community and pupils are proud of the variety of learning experiences they receive. Pupils are kind and considerate of each other, which contributes to the familial atmosphere. Staff listen carefully to pupils if they have any concerns and foster a sense of respect and courtesy towards others. Most pupils behave well and play together successfully.

Many pupils make appropriate progress in their literacy and numeracy skills from their starting points. However, teachers do not always plan systematically enough to provide regular opportunities for pupils to develop and apply their skills to the best of their ability. Staff have an excellent working relationship with pupils. However, opportunities for pupils to respond to feedback to improve their work and take more responsibility for their learning are limited.

Teachers create an effective learning environment and provide interesting activities to engage pupils' interest. Staff plan suitable opportunities for pupils to learn in the outdoor areas. However, provision does not provide regular opportunities for pupils to make independent choices about what to learn and how to present their work.

Members of the governing body are supportive of the school's work and have a suitable understanding of the strengths and areas for improvement. In a short period of time, the acting headteacher understands the school's strengths and has implemented purposeful procedures to address the areas for development. She has worked with pupils, staff, governors and parents to address some of the priorities for improvement and respond to their recommendations in a timely manner.

## Recommendations

- R1 Provide purposeful opportunities for pupils to develop and apply their literacy and numeracy skills to the best of their ability
- R2 Ensure regular opportunities for pupils to develop their independent learning skills
- R3 Provide opportunities for pupils to respond to feedback to improve their work

## What happens next

### Not in follow-up

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

## Main findings

### Learning

During their time at the school, many pupils, including those with additional learning needs (ALN) and those who are eligible for free school meals, make appropriate progress from their starting points.

Many pupils' listening skills develop well. They listen attentively to adults and their peers and follow instructions effectively. Many pupils' oral Welsh skills develop suitably. They speak fairly confidently when discussing their work with their peers. They communicate respectfully with others and value their ideas and opinions. However, pupils have a tendency to speak to each other in English when undertaking their learning experiences and when socialising.

Most pupils make appropriate progress in their reading skills over time. On the whole, they show enthusiasm for reading and enjoy discussing various texts. By the time they reach Year 2, most read a range of texts with increasing accuracy. They use punctuation suitably when reading aloud to convey meaning. Many of the oldest pupils read a range of factual texts appropriately, for example when reading various websites to find facts about animals. At the top of the school, many discuss the content of books with increasing confidence and explain which authors appeal to them and attract them to enjoy reading.

Many pupils' writing skills develop suitably. The youngest pupils develop early writing skills appropriately and experiment when making marks, for example when creating a shopping list and orders in the florists. By Year 2, most build simple sentences and use adjectives and quotation marks appropriately when writing a creative story. By Year 4, many pupils show a sound grasp of familiar spelling patterns and use imperative verbs correctly when writing a recipe for chocolate cake. At the top of the school, many write at increasing length and make suitable choices in terms of vocabulary to engage the reader's interest.

Many pupils develop number skills appropriately across the school. The youngest pupils begin to recognise numbers and use their numeracy skills in different contexts. By Year 2, they develop a good range of mathematics skills and make sound progress, for example when discussing the properties of 2D and 3D shapes. As pupils move through the school, they build on their skills beneficially; for example, many in Year 4 use their number skills when multiplying and dividing by 10 and 100. By Year 6, a majority of pupils use their number skills to compare fractions, decimals and percentages suitably. Although the progress of pupils' skills is appropriate by the end of their time at the school, their mathematical understanding and numeracy skills do not build systematically on their previous knowledge and understanding. As a result, a minority of pupils do not develop their skills well enough.

Most pupils' digital skills develop securely. From an early age, the youngest pupils use devices confidently and successfully to create an animation of the story of Blodeuwedd. By the end of Year 2, many create a block graph of various 3D shapes. Most of the oldest pupils use the internet to research independently to find information about various topics. By Year 6, most pupils develop their digital skills

confidently by solving problems and modelling by using various programs. However, only a few pupils develop an effective understanding of how to handle data or create spreadsheets independently.

Most pupils' creative skills develop effectively. Most sing confidently with a sound awareness of pitch and tone. The confidence and creativity of nearly all pupils develops soundly by working with local musicians to compose and perform a special song for Ysgol Llannon. Most pupils show strong attitudes towards physical activities. They enjoy the physical education sessions and apply themselves purposefully to develop their skills.

### **Well-being and attitudes to learning**

Nearly all pupils are happy within the school's welcoming and inclusive environment. They enjoy coming to school and this is reflected in pupils' high attendance rates, including pupils with ALN and those on whom poverty and disadvantage have an adverse effect. Most pupils behave well as they interact in the classroom and during break times. They treat each other, adults and visitors with respect.

Warm and purposeful working relationships between adults and pupils ensure that pupils know whom to approach for help or support. Most pupils' pride in their school is clear. They enjoy school and describe it as a happy and friendly place, and place status and prestige on the golden rules they have in place. The oldest pupils develop to become mature and responsible pupils who are very caring towards the youngest pupils. This becomes evident during break times as the bronze ambassadors lead various physical activities for the youngest pupils. Nearly all pupils feel safe and confident that staff respond promptly to their concerns. As a result, the sense of being a member of one big family permeates the life and work of the school.

Nearly all pupils have a good awareness of how to stay healthy, including the importance of exercise and maintaining a balanced diet. They bring fruit and water to school daily to have at snack time. They enjoy taking part in a wide range of physical activities, including weekly sports sessions and a variety of competitions, such as cricket and tennis. Most pupils have a sound understanding of how to stay safe online. They create information posters to be displayed around the school and show a mature awareness of the need to keep their passwords safe.

Most pupils have a good awareness of the importance of equality and respecting other people. They understand their rights, including the right to be treated fairly. By learning about the history of famous people such as Betty Campbell and Nelson Mandela, they develop empathy and a mature understanding of the experiences of people who were brave enough to make a stand for their principles. Most pupils develop as moral individuals through their work in the local community.

Most pupils contribute appropriately to their learning by offering ideas on what they would like to learn in the termly themes. This helps them take responsibility for their own learning. The oldest pupils undertake leadership roles enthusiastically and take their responsibilities seriously. For example, the Criw Cymraeg and the school council are proud of their contributions in encouraging local shops to give pupils success vouchers for speaking Welsh in the local community.

Many pupils develop into ambitious and skilful learners who are very willing to learn. They show enthusiasm towards their tasks and are very eager to succeed. When faced with new learning experiences, they show perseverance and curiosity and work together effectively, for example when creating a song based on a scene from the legend of Blodeuwedd. However, pupils are not always given enough purposeful opportunities to choose their learning and how to present their work.

Many pupils respond efficiently to feedback from adults. Overall, pupils discuss their work suitably and begin to understand the requirements of tasks appropriately. However, there are very few opportunities for pupils to identify the next steps in their learning and have opportunities to improve their work.

### **Teaching and learning experiences**

The school has a clear vision for the curriculum and teachers are beginning to adapt their schemes of work purposefully, by covering the areas of learning and experience effectively. They have worked successfully with pupils, parents, governors and the local community to form a vision for the curriculum and relate it to the pupils' lives.

Teachers plan a range of engaging learning activities that ensure that pupils have interesting and stimulating experiences that engage the interest of nearly all of them successfully. Learning experiences enable many pupils to acquire a variety of skills. However, teachers do not always provide purposeful opportunities for pupils to develop and apply their literacy and numeracy skills regularly and constructively as they move through the school.

Teachers expand learning opportunities well by using visits to the local area, working with external agencies and inviting visitors to the school, including a famous musician and a local businessman. These learning experiences inspire pupils and raise their aspirations for future careers and the world of work, by helping them to make informed choices.

There is an effective working relationship among the school's staff, which fosters a happy and inclusive learning environment for pupils. Staff provide high levels of pastoral care for pupils. They manage pupils' behaviour positively and sensitively and ensure that they meet the needs of all pupils, including those with additional learning needs, effectively. All members of staff model language consistently well and encourage pupils to repeat sentence patterns regularly. This has a positive effect on many pupils' oral Welsh skills.

Staff provide an interesting and colourful learning environment that provides an opportunity for all pupils to learn productively. The principles of foundation learning are developing effectively and a range of beneficial experiences are provided for pupils in the indoor learning and play areas. For example, pupils practise their fine motor skills by shaping dough to create sea creatures and building a tower for Louigi Lemon. At times, staff use the outdoor areas on the school grounds appropriately as a resource to reinforce learning experiences.

At the beginning of each term, staff provide opportunities for pupils to influence the direction of the themes by encouraging them to ask questions that they would like to be answered through the learning experiences. At times, they get to choose the most

appropriate way to present their work. However, overall, staff have a tendency to over-direct learning across the school which, in turn, hinders opportunities for pupils to make decisions and develop independent learning skills.

Staff ask probing questions to build on pupils' previous knowledge and develop their thinking skills. They ensure interesting presentations and conclusions that ignite pupils' enthusiasm and hold their interest effectively. Teachers provide pupils with regular feedback on their work and, as a result, they have an appropriate understanding of what they have done well. However, on the whole, teachers do not provide enough purposeful opportunities for pupils to respond to feedback and make improvements to their work.

Teachers and assistants track pupils' progress appropriately. They use information about pupils' development purposefully to respond promptly to their needs and support them in a timely manner. Annual reports for parents share useful information about pupils' well-being, progress and standards.

### **Care, support and guidance**

The school is an inclusive and homely community. Staff promote the importance of good behaviour, courtesy and respect appropriately. There is a caring sense and ethos towards all pupils. Staff create an exceptionally warm and safe learning environment where pupils feel valued.

Staff know the pupils, their backgrounds and the local community very well. They respond sensitively to their emotional and social needs through a cross-section of purposeful activities.

The school has suitable processes in place which have a positive effect on supporting pupils with ALN. The additional learning needs co-ordinator (ALNCo) fulfils her role well and supports teachers effectively to create universal provision for pupils, for example by providing training on an inclusive learning environment.

The ALNCo works effectively with staff to identify and earmark pupils who need additional support. In the short period since being appointed, the ALNCo has worked effectively with a variety of external agencies to receive expert guidance and advice to support pupils who have been identified to receive additional support. For example, she has organised specific training for assistants on providing support programmes to develop pupils' literacy and numeracy skills.

The school communicates well with parents and carers regarding ALN arrangements and pupils are an integral part of the process. The school gives full consideration to the views and feelings of the child, parents and carers as part of the valuable arrangements. Staff work closely with families and external agencies to create effective support plans for pupils with additional learning needs. This support, along with regular communication with parents, has a positive effect on their progress and well-being.

Staff track and monitor progress through ongoing discussions and by recording progress on pupils' individual plans. However, the school does not have a specific system to track the progress of specific groups of pupils across the school.

Staff promote the importance of healthy eating and encourage physical fitness through a range of physical education activities. This includes weekly activities by a sports coach and training for the bronze ambassadors to organise purposeful activities during break times. The extensive playing fields and use of the play areas in the village allow staff to organise a range of outdoor activities. These activities contribute well to pupils' well-being and enjoyment of physical education activities.

Staff provide appropriate opportunities for pupils to voice their opinions to contribute to their learning and to school life through the diligent work of the various councils. This enriches their experiences and prepares them well to take responsibility for their decisions and consider the opinions of others. However, the councils' responsibilities are not distributed fairly across the school. As a result, not all pupils are able to share their views and the effect of the councils' work on whole-school decisions is limited.

Staff promote pupils' spiritual and moral attitudes regularly through collective worship assemblies. Regular assemblies provide good opportunities for pupils to participate in them actively. Teachers ensure beneficial opportunities for pupils to reflect appropriately on current affairs and different religions and cultures in class activities. Staff help nearly all pupils to understand issues relating to values, equality, diversity and inclusion through purposeful activities, for example by celebrating an empathy day across the school.

Pupils are given opportunities to develop their expressive skills and embrace Welsh culture and history effectively, for example by creating clay models of Welsh heroes in the forest area and discussing the legend of Blodeuwedd as part of their learning. However, staff do not promote pupils' pride in speaking Welsh regularly with their peers.

Staff promote a culture of safeguarding appropriately and the arrangements are not a cause for concern. The procedure for reporting safeguarding concerns about pupils is suitable and staff work with external agencies, where appropriate. The school has appropriate processes for monitoring pupils' attendance and punctuality.

## **Leadership and management**

Leaders have a clear vision based on creating a happy and caring learning environment to provide a firm foundation for pupils to develop their basic skills. They have worked successfully with the school community, including the village's residents, to create a shared vision. This is based on creativity, independence and resilience. This forms the basis on the school's new logo. As a result, there is a strong sense of trust, pride and respect between pupils and staff, which permeates the school's close-knit community naturally.

In a short period of time, the acting headteacher has a sound understanding of the school's strengths and has begun to implement purposeful procedures to address the areas for improvement. Since being appointed, she has sought parents' views on the school's strengths and has responded successfully to their recommendations about areas for improvement. A notable example of this is the way in which the headteacher has made timely improvements to communicate regularly with parents and hold termly meetings to discuss pupils' progress. The school's relationship with



parents is a strength and the ongoing co-operation and communication promotes the school in its community extremely effectively.

Arrangements to support, develop and distribute leadership across the school are developing appropriately. Within a short period, the acting headteacher has established an effective team of staff by distributing roles and responsibilities suitably. They are completely clear about their roles and responsibilities and commit themselves fully to the school's values, by promoting a culture of effective co-operation between all members of staff. As a result, many staff are keen to develop provision to improve pupils' experiences, progress and skills, for example by attending training on effective differentiation. When they are given opportunities to do so, leaders work effectively with the county's networks and the local community. An example of this is the way in which the digital leader and digital wizards have worked with a local home for the elderly to develop the residents' digital skills successfully. This has had a positive effect on links with the local community, developing pupils' lifelong learning skills and teaching residents how to shop for food online and play games to promote their well-being.

The school has suitable arrangements for managing resources, which include financial resources. Leaders spend the budget prudently and the governing body monitors this, including the use of the pupil development grant, effectively. They are proactive in raising the school's profile in the local community, for example by appointing staff to run a pre-school club. This supports the school's growth over time, in addition to trying to reduce the impact of poverty on pupils' achievement. Members of the governing body promote a culture of safeguarding where pupils and staff feel safe and valued. The governing body ensures that the school has appropriate arrangements to promote healthy eating and drinking.

Governors are extremely supportive of the school and have a good understanding of the school's main strengths and some areas for improvement, in line with the priorities in the improvement plan. However, members of the governing body do not participate fully in the self-evaluation process to monitor the effect of provision on pupils' progress and achievement thoroughly enough.

Leaders have recently created a productive culture and ethos to promote and support the professional learning of all staff. They hold rich opportunities for them to take part in a good range of training which responds firmly to their individual requirements and the school's priorities. For example, assistants have received digital training and specific training to support them to provide support programmes that have a positive impact on pupils' progress and well-being.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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

## Copies of the report

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

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:

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**This document has been translated by Trosol (Welsh to English).**