



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

A report on
Llysfaen Primary School

Rowan Way
Lisvane
Cardiff
CF14 0TB

Date of inspection: March 2024

by

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

This inspection was undertaken as part of trying out our new inspection arrangements. As a result, this report may be slightly different in format to other published reports for providers in the sector.

About Llysfaen Primary School

Name of provider	Llysfaen Primary School
Local authority	Cardiff Council
Language of the provider	English
Religious character	N/A
Number of pupils on roll	458
Pupils of statutory school age	356
Number in nursery classes	48
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 23.7%)	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 13.2%)	3.9%
Percentage of pupils who speak Welsh at home	
Percentage of pupils with English as an additional language (categories A-C)	3.4%
Date of headteacher appointment	02/09/2013
Date of previous Estyn inspection (if applicable)	07/12/2015
Start date of inspection	18/03/2024

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

Llysfaen Primary is a highly successful and happy school with high standards permeating all aspects of its life and work. All pupils have the opportunity to achieve well.

The headteacher, governors and other senior leaders provide the school with exceptionally strong leadership. They know the school well, including its strengths and areas in need of improvement. Through the regular gathering of accurate performance evidence and effective planning for improving, the school addresses any shortcomings quickly.

Nearly all pupils, including those with additional learning needs (ALN), make very strong progress. The well-planned curriculum and wider curricular opportunities provide pupils with authentic and exciting learning experiences. Many pupils are highly competent mathematicians, write maturely for a range of purposes and achieve very high standards of oracy and reading. Through an effective whole-school approach to the teaching of and promotion of Welsh, most pupils have well-developed Welsh language skills and a strong awareness of the history, culture and people of Wales (cynefin).

The provision to support pupils with any additional learning needs is highly effective. As a result, nearly all targeted pupils make very good progress from their individual start points.

Most teachers skilfully plan lessons that build well on pupils' prior learning and set high expectations of what pupils can achieve. Most pupils respond well to the challenge and, as a result, are keen to improve their learning quickly. They develop a passion for learning.

Pupils play a leading role in improving the school. They have regular opportunities to influence decision-making at class and whole-school level. Through this work, pupils develop key leaderships skills. However, pupils do not always have sufficient opportunities to direct their own learning in individual lessons.

Nearly all pupils behave impeccably and interact with each other in a caring and supportive way. All members of staff act as positive role models and provide pupils with a nurturing environment. This ensures that pupils' well-being is supported well. Relationships between pupils and staff are very positive. There is a strong culture of safeguarding at the school.

Recommendations

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

- R1 Increase opportunities for pupils to direct their own learning in lessons

What happens next

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

Main findings

Llysfaen Primary is a happy and successful school with high standards permeating all aspects of its work. Senior leaders and governors provide effective strategic leadership for the school. Staff work together productively to plan an exciting curriculum, which gives pupils the opportunity to achieve as well as they can within a safe, caring environment. As a result, the standards that pupils achieve are often exceptional. Most pupils are developing successfully as confident, well informed, resilient learners.

The school provides pupils with an ambitious, relevant curriculum based on the principles of the Curriculum for Wales. Pupils play a leading role in influencing the planning of their learning. Staff provide many well-thought out and stimulating learning experiences for pupils to thrive and enjoy their learning. This includes an extensive range of trips and visitors.

Most teaching moves pupils learning forward effectively. Teachers give clear instructions to pupils and use high quality questions beneficially. However, in a minority of lessons, learning tasks are overly teacher led. Teachers set clear expectations for the high standard of pupils' work. Nearly all pupils respond extremely well to the challenge and as a result engage actively in lessons and develop strong attitudes to learning. Most teachers provide useful feedback to help pupils understand the next steps in their learning. This includes high quality questions, which challenge pupils to clarify their thinking or to extend their learning. Pupils are beginning to use feedback to refine and improve the quality of their writing.

As a result of this effective teaching, nearly all pupils, including those with additional learning needs (ALN), make strong progress in their learning. Nearly all pupils make rapid progress in the development of their skills across all aspects of language, literacy and communication. They develop advanced oracy and reading skills. Most pupils speak with clarity and maturity using an extensive range of vocabulary. Many pupils develop a passion for reading and have a clear love of books. Nearly all pupils acquire and apply their writing skills effectively. Older pupils write with sophistication and at length, use a mature range of engaging vocabulary and structure their writing well.

Cameo: Provision and standards of Welsh

The school's provision for developing pupils' Welsh skills and their knowledge of the history, culture and people of Wales (cynefin) is highly effective. Staff are very good role models in using the language regularly. The well-planned and progressive curriculum ensures that pupils improve their Welsh skills systematically and quickly. As a result, many pupils make very strong progress. The school environment and curriculum provide meaningful opportunities for pupils to learn about the culture and heritage of Wales. For example, pupils learn about the work of R.S. Thomas and the influence of his Welsh identity in his poetry work. As a result, pupils have a deep sense of cynefin.

Most pupils across the school develop as confident and skilful mathematicians. The youngest pupils in nursery and reception improve their numeracy skills quickly and use them accurately in their learning. By the time they reach Years 5 and 6, most pupils use a wide range of mathematical skills competently. They apply their skills well across the curriculum. For example, they use their number skills accurately to solve problems based on their Second World War topic.

Staff work well together to embed an understanding of how pupils should improve their digital skills progressively and apply them in engaging contexts. As a result, most pupils' digital skills are impressive and develop extremely well as they move through the school.

One strength of the curriculum is the opportunities that staff plan for pupils to acquire creative and physical skills. As a result, many pupils produce high quality artwork from an early age. Due to the regular physical education lessons, many pupils improve their physical skills successfully. Younger pupils use climbing apparatus confidently and older pupils improve sport specific skills well. Through the wide range of after-school sporting opportunities, including regular competitions against other schools, pupils foster important wider skills such as teamwork and resilience.

The school encourages pupils to take on a wide range of leadership roles and responsibilities through their participation in extensive and influential pupil voice groups. This provision gives opportunities for pupils to play a leading role in improving school life and whole-school decision-making. As a result, pupils develop a wide range of leadership skills and feel that their voice is important and heard. For example, the Wellbeing Champions have contributed to revising the school's anti bullying policy and the Digital Leaders have surveyed staff to arrange training for them to use different digital programs with better understanding.

This is a highly inclusive school with beneficial provision to support pupils' personal development and well-being. Staff create a caring and friendly ethos that ensures all pupils have the opportunity to thrive. They know their pupils well and have strong working relationships with them. The school supports pupils' spiritual, cultural, social and moral development successfully. There is a well-embedded culture of safeguarding at the school. There are robust systems and measures in place to ensure the safety of pupils. Consequently, nearly all pupils feel safe and secure and are happy and engaged in their learning. They behave impeccably well and demonstrate high levels of well-being. This includes pupils with ALN and those from

low-income households. Pupils have a good awareness of how to stay safe, including when online.

Nearly all pupils attend school regularly. The school addresses the very few instances of poor attendance robustly and successfully to make improvements.

Cameo: Provision for ALN

The school's provision for pupils with ALN is exceptional. The additional needs co-ordinator (ALNCo) is highly effective in her role. Staff work collaboratively to ensure that they support targeted pupils successfully. In the regular meetings to discuss the progress of individual pupils, the school identifies pupils quickly who may require any additional help with their learning. Staff arrange bespoke support for these pupils and review this regularly, making revisions when needed. This results in these pupils making at least good progress towards their individual goals.

There is strong whole-school focus on improving teaching and learning. All members of staff are expected to adhere to the school's 'recipe for all round success' mantra, which outlines expected standards of teaching and learning. Using regular monitoring activities, leaders have an accurate picture of how well the school is performing. When leaders make judgements about the quality of teaching, they link this well to its impact on pupils' learning. Leaders use this information successfully to help plan for further improvement. The school uses professional learning effectively to support this work.

The governing body are exceptionally effective. Through their involvement in regular self-evaluation activities, governors have a secure understanding of the quality of provision and standards at the school. They use this knowledge well to both support and to offer a high level of challenge to leaders. The headteacher and governors monitor spending of school's budget carefully to ensure that they use resources beneficially to help improve pupils' outcomes and well-being, including for pupils from low-income households.

Statutory compliance

The school's arrangements for safeguarding pupils 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 use of the pupil development grant.

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

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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