

A report on

Llanfaes C.P. School

Beilihelig Road

Llanfaes

Brecon

Powys

LD3 8EB

Date of inspection: March 2025

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Llanfaes C.P. School

Name of provider	Llanfaes C.P. School
Local authority	Powys County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	190
Pupils of statutory school age	162
Number in nursery classes	*
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 22.9%)	13.4%
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 11.1%)	27.2%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2005

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Date of previous Estyn inspection (if applicable)	01/10/2017
Start date of inspection	24/03/2025

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

Llanfaes Primary School has caring ethos that permeates all aspects of its work. As an organisation, the school promotes positive well-being among staff and pupils. As a result, pupils are happy to attend school, feel safe, respected and thrive. Working relationships between staff and pupils are positive. This underpins the exemplary behaviour of pupils, who are polite, respectful and kind towards their peers, staff and other adults.

The headteacher has high expectations for the school and leads by example. Leaders work with staff, governors and pupils to carefully gather a broad range of information about the impact of the school's work. They analyse this information robustly and use it to ensure that they focus their efforts on improving provision to strengthen pupils' progress.

Leaders distribute roles and responsibilities well. They ensure that staff have opportunities to engage in worthwhile professional learning to continue to develop their own practice. Teachers work together to develop and refine the school's curriculum and the range of vibrant learning experiences pupils have. In particular, there is a strong emphasis on developing pupils' understanding of Welsh identity and their knowledge of Brecon, the school's locality. However, pupils' understanding and use of the Welsh language is underdeveloped.

Staff have high expectations and are ambitious for their pupils to progress well. They provide lessons that build effectively on pupils' prior knowledge and endeavour to foster a curiosity for life-long learning. Staff use questioning effectively to draw out pupils' ideas and deepen their engagement, although in a few instances the pace of learning is too slow and the level of challenge does not match pupils needs well enough. Over time, most pupils make good progress in developing their communication skills in English and become competent mathematicians. They enjoy worthwhile opportunities to apply their skills and extend their knowledge in their work across the curriculum.

Recommendations

We have made 2 recommendations to help the school continue to improve:

- R1. Ensure that the quality and effectiveness of teaching is consistent across the school
- R2. 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

Leaders at Llanfaes Primary School have created a caring community ethos that permeates all aspects of its work. Pupils are happy to attend, feel safe and respected, and thrive during their time at school. The positive working relationships that staff foster with pupils are a notable feature of the school. Staff display a calm and consistent approach to managing behaviour. This supports the exemplary behaviour of pupils both in classes and when learning during less structured times, such as playtimes and when moving about the school. Overall, pupils are polite, respectful and kind towards their peers, staff and other adults.

The headteacher has high expectations for all and shares these, leading by example. Leaders know their school very well. They work with staff, governors and pupils to carefully gather a broad range of information about the impact of the school's work and analyse this robustly. Leaders work with all staff to create and implement improvement plans that focus well on raising pupils' outcomes and ensuring that most pupils make good progress from their starting points.

Leaders thoughtfully share roles and responsibilities among staff, matching them well to their skills and interests. They ensure that staff have frequent and worthwhile professional learning to improve their practice.

Teachers work well with other schools to consider how to develop the most appropriate curriculum for pupils. Within the school, staff continually reflect on the impact this curriculum has on pupils and their learning and progress. It provides a range of vibrant learning experiences that support the holistic development of most pupils. In particular, the curriculum places a strong emphasis on developing pupils' understanding of the history and culture of Wales. Pupils benefit from useful visits and visitors to extend their knowledge, including their understanding of the unique character of the school's own locality of Brecon. There is a strong focus on understanding values and living fulfilling lives. These aims are well supported by the work of pupil voice groups, such as the Global Goalkeepers.

Staff are ambitious for pupils to progress well. They set clear objectives for learning in lessons that build effectively on what pupils already know. This ensures that most pupils make good progress in developing their communication skills in English and become competent mathematicians. Staff endeavour to draw out ideas and questions from pupils to deepen their engagement and foster a curiosity for life-long learning. As a result, pupils often enjoy worthwhile opportunities to apply their skills and extend their knowledge.

Spotlight: Creating a learning environment that inspires independence and curiosity among younger pupils

Provision for the school's youngest pupils is highly effective. Staff adapt the learning environment well to reflect pupils' interests and inspire their curiosity. As a result, most pupils show considerable enthusiasm for learning and engage confidently with new experiences. Staff use their careful observations of pupils' play to make timely interactions that support and extend pupils' learning effectively. For example, they ask questions offer choices that encourage them to try out their ideas and to tackle problems independently. Consequently, many of the youngest pupils seek creative ways to achieve a goal and persevere when tasks challenge them.

Most pupils value the opportunities teachers provide for them to apply their knowledge and skills in their independent learning. Many enjoy collaborating with their peers and show motivation to take responsibility for their learning. Many older pupils show initiative and plan whole school events, such as community and enterprise projects, using a broad range of individual and interpersonal skills to deliver these successfully.

Many teachers encourage pupils to reflect on the skills and knowledge they need to use to complete tasks successfully. They make beneficial use of questioning and check-ins to monitor pupils' progress and to highlight skilfully where pupils can learn from one another. However, in a few instances, the pace of learning is too slow, and the level of challenge does not match pupils needs well enough. In these cases, pupils do not make the progress they could. Overall, teachers provide helpful feedback to pupils that helps them to enhance their work. Many pupils have an accurate understanding of what they do well and what they need further practice or support to improve.

The majority of pupils use online resources appropriately to support their wider learning. Leaders and staff work together to strengthen provision for digital learning to broaden the range of digital skills pupils acquire. Most teachers use spoken Welsh naturally in their daily routines and foster a positive attitude towards learning and using the language. However, pupils' progress in learning how to speak Welsh, during their time at school, is limited. They do not provide enough opportunity for pupils to practise spoken Welsh as they move through the school.

The school has evolved its practices to support pupils with additional learning needs (ALN) well. Leaders and staff have good levels of professional knowledge and a broad range of skills to support pupils with ALN effectively. As a result, this helps to support many pupils with ALN to make strong progress against their targets.

Leaders and staff support pupils well in contributing to the life of the school. There are many opportunities for pupils, including those with ALN, to take up leadership roles. As a result, pupils feel they have a voice in making a difference and that they are appreciated as members of the school community.

Governors make a strong contribution to the development of the school. Through their regular visits to the school for activities and events, they carry out their duties diligently and ensure that the school serves its community effectively. Parents value the work of the school and the way in which it supports their children when they first come to school and the way it helps older pupils to prepare for the next stage in their education.

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/carers 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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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