



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

A report on

Llandough Primary

**Dochdwy Road
Llandough
Penarth
Vale of Glamorgan
CF64 2QD**

Date of inspection: March 2022

by

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

About Llandough Primary

Name of provider	Llandough County Primary
Local authority	The Vale of Glamorgan
Language of the provider	English Medium
Type of school	Primary
Religious character	
Number of pupils on roll	245
Pupils of statutory school age	189
Number in nursery classes (if applicable)	30
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 21.3%)</i>	10.6%
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 20.6%)</i>	17.5%
Percentage of statutory school age pupils who speak Welsh at home	*
Percentage of statutory school age pupils with English as an additional language	13.8%
Date of headteacher appointment	September 2016
Date of previous Estyn inspection (if applicable)	30-09-2014
Start date of inspection	14-03-2022
Additional information	There are two local authority learning resource classes that are nominally attached to the school. Due to the pandemic, the classes are accommodated at Ysgol Y Draig. This arrangement has been in place since March 2021.

	Pupils attend these specialist classes from across the Vale of Glamorgan, spending half of their time in the local authority specialist resource and the remaining half in their home school. The staff who work with these pupils are employed and line-managed by the local authority. Inspectors did not visit these classes during the inspection of Llandough Primary school.
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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.

Overview

Pupils enjoy their time at Llandough Primary very much. This is because their teachers think of interesting activities for them to do and this makes learning exciting. As a result, most pupils make strong progress and achieve well.

At Llandough Primary School, staff know and respect every child as an individual. This respect works both ways, and in classrooms the professional relationships between pupils and staff are particularly strong. In turn, this helps pupils to take responsibility for their progress and behaviour and contributes to their very positive attitudes to learning. The school is a diverse community and pupils develop confidence in their own, individual identity, while also developing a healthy respect for others. Pupils say that they feel safe, secure, and happy at the school.

Teachers listen carefully to what their pupils want to learn about. They weave their interests into well-planned sequences of lessons that build sequentially on pupils' knowledge, skills and understanding. Whether indoors or outdoors, classrooms are productive, active learning environments. Pupils' digital skills develop particularly well, and many use these skills effectively across all areas of their learning. However, pupils' skills in speaking Welsh, and their pride in living in Wales or being Welsh, are less well developed.

Leaders work well together and as a team they share responsibilities sensibly. As a result, there is an effective whole school ethos where most staff feel valued for their contribution. Recent work by the whole staff team to develop the school's curriculum and make learning vibrant, ready for the implementation of the Curriculum for Wales, is testament to this ethos. Inspectors worked with school leaders to recommend improvements to the process for governors to review and evaluate school policy documentation, and for leaders to tighten the self-evaluation and improvement planning process.

Recommendations

- R1 Strengthen the provision for pupils to learn Welsh, and about the culture and heritage of Wales
- R2 Devise a cyclical system to ensure that the governing body monitors, evaluates and reviews policies and other documentation in a timely manner
- R3 Strengthen the link between self-evaluation activity and the improvement planning process

What happens next

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

Main evaluation

Learning

During their time at the school, most pupils make strong progress in their learning and develop effective literacy, numeracy and digital skills. This includes pupils who are eligible for free school meals and those who are learning English as an additional language. Pupils with additional learning needs progress well from their individual starting points and achieve well against their personal targets.

Most pupils articulate their ideas with clarity, and they understand that listening attentively to adults and to each other contributes beneficially to their learning. They talk enthusiastically about their work, and they demonstrate concern and emotion when discussing the plight of children in other countries, during times of war and famine. Younger pupils collaborate effectively when recalling stories. For example, nursery age pupils work together to recall the story of the little red hen, prompting each other to remember the grain, kneading the dough and baking the bread. As they progress through the school, most pupils communicate purposefully, for example when they analyse how best to deal with real-life emergency situations, such as a road traffic accident. Additionally, more able pupils develop the vocabulary and confidence to use sophisticated language intelligently, for example when Year 6 pupils explain how seismograph readings reflect the strength of a tsunami.

Most pupils develop effective reading skills and by the end of Year 2, they read a range of suitable texts successfully. They use phonic strategies sensibly to build and pronounce unfamiliar words accurately and they discuss the content of books ably. For example, they respond sensitively to the feelings of specific characters in literature, such as a farmer who needs help to find his escaped animals. As they mature, most pupils develop their reading skills further to read competently, with purposeful expression and suitable gravitas. They engage actively with fiction and factual texts. They research the internet thoughtfully, for instance using it to identify the extent of the devastation caused by the blitz during the Second World War. They develop the skills to synthesise their findings and apply their higher-order reading skills efficiently, for example inferring and deducing from the text.

Many pupils write effectively, for different purposes and in a range of contexts. Many younger pupils develop their early writing skills well, for example writing weather reports from the Amazon rainforest. As they progress through the school, most pupils write perceptively for a wide range of purposes. For example, older pupils' writing exploring the topic of xenotransplantation, stemming from their reading of a novel by Malorie Blackman, is detailed and informative. It promotes interesting debates between pupils on the ethical issues that exist in our society today, and the significant impact these have on individuals' lives and futures.

The progress that most pupils make in developing their Welsh oracy skills as they travel through the school is limited. A few pupils use suitable phrases regularly in everyday situations. Most answer with basic responses during discussions with teachers and each other. However, too few pupils build their knowledge of the Welsh language systematically.

Many pupils develop their mathematical skills well. They demonstrate a clear understanding of how to use these skills in everyday situations. For example, pupils in Year 2 slice toast in halves and quarters to develop their practical knowledge and understanding of fractions. Many pupils from Year 3 to Year 6 use their numeracy skills productively. They use data accurately and present it purposefully in various forms. They select the correct type of graph to convey scientific information accurately, for example choosing scatter graphs to identify links between their arm spans and heights. Many older pupils solve problems skilfully, for example analysing bank statements to calculate profit and loss.

Most pupils develop imaginative artistic skills. In Year 4, pupils successfully study and emulate the work of French fashion designers. In addition, they develop their creative skills purposefully, for example preparing and baking pizzas in a pizzeria van, before sharing them with their families in a social gathering.

Most pupils develop effective physical skills in the foundation phase, for example as younger pupils energetically manoeuvre their scooters around a one-way track. Most older pupils choreograph their dance performances intuitively.

Most younger pupils develop the skills to use digital equipment confidently. For example, they control electronic tablets to create animations that simulate sending rockets into space using stop-motion techniques. Most pupils in Year 3 to Year 6 demonstrate comprehensive digital skills. They apply these well, selecting sensible methods to present their work across the different areas of learning. For example, they create voice-overs for film trailers and design their own website to promote healthy living. They use digital formulae confidently in spreadsheets, for example to calculate and convert different weights and measures accurately.

Well-being and attitudes to learning

Nearly all pupils are polite, courteous and interact confidently with both their peers and adults. They are co-operative and helpful. Most pupils say that they feel safe in school and free from issues of bullying. Nearly all know who to turn to if they need additional support with their well-being.

Nearly all pupils behave well in class, when moving around the building and at break times. They understand and respond well to the school's procedures to encourage positive behaviour.

Nearly all pupils have a good understanding of how to stay safe when online, for example they know not to share their passwords. Pupils in Year 4 produce informative posters and comic strip presentations detailing simple online safety guidelines. Many pupils understand the importance of looking after their own well-being. For example, nearly all pupils know how to make healthy choices in relation to eating and drinking. They appreciate the importance of exercise, involving themselves actively in a range of active after-school clubs and participating in scootering, skipping and ball games at break and lunch times. They embrace a wide range of creative and imaginative clubs such as radio club and art club. Additionally, in the glee club, pupils relish developing their creative performance skills on stage.

Most pupils develop their understanding of issues relating to fairness and equality well. Many are increasingly aware of Fairtrade issues. Nearly all involve themselves actively in discussions around human rights and the rights of the child. For example, during assembly, pupils discuss the rights of Ukrainian refugees and reflect on the issues raised by the war. As a result, they decide to collect clothes and toiletries to help support the relief effort.

Nearly all pupils work well with their peers, for example they cooperate well and take turns sensibly when cleaning toy cars in the reception class outdoor car wash. Most can work in a range of collaborative situations. For example, Year 5 pupils take turns when constructing enclosures on the school field for their theme park rides. Many sustain concentration for extended periods. For example, pupils in Year 2 persevere to create an animation replicating a scene from the movies. Many pupils offer constructive feedback to one another through working together on shared tasks and respond well to verbal feedback from staff.

Pupil voice is a strong feature of the school. Pupils from across the school worked together recently to create the new school logo and uniform. Pupils influence what and how they learn. The school Senedd allows many pupils to take responsibility for promoting good causes. For example, the rights respecting group raise awareness of poverty and homelessness in Cardiff.

Owing to the coronavirus pandemic, inspectors will not report pupils' rates of attendance during the academic years 2020-2021 and 2021-2022. Inspectors will, however, consider the school's provision for monitoring and improving attendance as part of inspection.

Teaching and learning experiences

Classrooms at Llandough are exciting and productive places, where pupils enjoy their learning very much. Teachers provide imaginative learning experiences that inspire pupils to make progress.

There is a breadth and depth of experiences, in line with the Curriculum for Wales, that stimulate and challenge most pupils to strive to make the best possible progress. Teachers adapt these well to meet the needs of the youngest pupils in the nursery. The experiences that teachers plan build systematically and coherently on pupils' knowledge, skills and understanding, as they move through the school. Teachers work together successfully to try out innovative ideas that support pupils to achieve well. They promote pupils' digital skills particularly well, alongside valuable opportunities to develop and apply their literacy, numeracy, creative and physical skills.

Teachers encourage pupils to contribute their views about what they would like to learn through 'I wonder...' questions. They embrace these views and weave them skilfully into series of lessons. Nearly all topics result in a showcase that pupils are excited to share with their parents either digitally, or in person when the restrictions permit. For example, pupils in Year 4 end their topic about France with a fashion show to model Mondrian designs. In addition, educational trips and visits, for example to the local aerospace museum, enhance and enrich pupils' understanding of the curriculum.

The school's provision for personal and social education develops pupils' understanding of their own well-being and identity successfully. However, although the curriculum takes good account of global events and the diversity of the world, it does not reflect the cultural heritage of Wales or promote the advantages of learning Welsh well enough. Many staff use basic Welsh appropriately in the classroom, for example to give instructions to their pupils. However, the provision does not support pupils to develop their Welsh language skills sufficiently well over time.

Nearly all lessons move at a good pace, to engage and stimulate pupils to work hard and achieve their best. A particular strength is the professional relationships between staff and pupils. Staff know their pupils well, and as a result they provide well-tailored activities that meet the needs of nearly all pupils, including those who may experience barriers to their learning. Learning support assistants provide valuable support to these learners particularly, knowing when to intervene, or when to stand back and allow the pupil to persevere independently.

Nearly all teachers use assessment activities, feedback and a range of different types of questions purposefully during lessons. In the most effective practice, teachers skilfully intersperse regular plenary sessions throughout lessons to assess the pace and quality of pupils' learning and to address any misconceptions. This enables them to establish successfully when pupils are ready to move on with their learning, or when they need to consolidate a skill. For example, in Year 6, the teacher identifies that when using scales to measure capacity, pupils need further practice to convert millilitres to litres. The pupils apply this learning to mix quantities of different coloured liquids according to a potion recipe. The additional practice ensures the accuracy of the finished concoctions.

Pupils have worthwhile opportunities to respond to their teachers' feedback and written comments, for example through 'action time' on Friday afternoons. Parents receive informative annual reports about their child's progress.

From nursery to Year 2, there are well planned opportunities for pupils to make choices about what and how they learn, using the well-resourced indoor and outdoor provision. Staff across the school create inviting spaces inside to accommodate, for example, cooking activities, green screen technology and a sensory room for pupils with specific needs. They make beneficial use of the outdoor areas when and wherever it is appropriate to enhance pupils' learning. For example, balance bikes and climbing frames promote valuable development of physical skills alongside an enjoyment of the outdoors. In addition, the forest school provides worthwhile opportunities for pupils to apply skills in practical situations. The nursery class help to look after the chickens in the coop outside their classroom. The teacher uses a live stream of an egg hatching in the school incubator to stimulate pupils' curiosity and understanding of life cycles. This stream is available to pupils across the school and when they are at home.

Care, support and guidance

The ethos of the school is warm and friendly. Positive relationships are a strong feature both between staff and pupils and between the pupils themselves. This contributes significantly to their happiness and well-being. The caring approach and

atmosphere help pupils to settle well into school life and has been particularly beneficial during the pandemic.

The school assesses pupils' well-being effectively every term and, where issues are identified, staff provide worthwhile additional support and interventions for pupils' personal and social development. These are structured and progressive and nearly all pupils enjoy engaging in the activities. They share their thoughts and feelings with one another effectively.

The additional learning needs co-ordinator has recently introduced a comprehensive system to track and monitor pupils' progress. Staff meet regularly and use the information from the system effectively to identify pupils that would benefit from the wide range of intervention programmes that the school provides. This results in teachers having a deeper understanding of the needs of all pupils. Consequently, pupils receive support tailored to their individual needs and make good progress against their individual targets.

The school works effectively with outside agencies to provide specialist support for pupils. For example, the local authority English as an additional language team provide useful resources for staff supporting pupils new to the language. They also arrange translation services to support parents in meetings about their children. The additional learning needs co-ordinator has worked closely with other local schools through their co-ordinators' group. This results in valuable support for staff to understand their changing roles in support pupils with additional needs.

When COVID restrictions allow, the school places a strong emphasis on providing a rich and varied range of trips and visits that support the curriculum and help to engage pupils in their learning. These include, for example, trips to Bristol Zoo and local shops, alongside residential trips for older pupils. Additionally, as the restrictions ease, the school has acted swiftly to resume a wide variety of after-school clubs to promote well-being and engage pupils in, for example, dance, music, sports and art. The school radio station provides worthwhile opportunities for pupils to compile and broadcast news articles, listen to music, and promote local events. These activities make a worthwhile contribution to pupils' social skills and cultural understanding.

The school delivers effective acts of collective worship that explore human rights and make a valuable contribution to pupils' spiritual and moral development. The progressive and structured approach in personal and social lessons includes opportunities to explore issues relating to equality, diversity and inclusion from across the world. However, there are too few opportunities to celebrate the heritage and culture of Wales itself.

Staff have pupils' well-being and safety at heart. The safeguarding culture is robust, and all staff understand their roles and responsibilities in contributing to pupils' safety and wellbeing. For instance, there are rigorous safeguards to ensure that medicines are stored and administered safely. Persistent absenteeism is monitored and addressed effectively, and the school addresses any incidents of perceived bullying well. Overall, safeguarding meets requirements and gives no cause for concern. However, there are a few related policy documents that require evaluations or reviews, or generic policies that are not tailored well enough to the school's current situation.

Leadership and management

Across the school, leaders at all levels have high expectations of what their pupils can achieve. The enthusiastic staff team are energetic practitioners who share leaders' ambitions to do their very best for the pupils in the school. All staff take a pride in modelling professional behaviours and attitudes. Leaders hold staff to account appropriately, for example through regular, robust meetings to consider each individual pupil's progress.

There are appropriate arrangements to ensure healthy eating and drinking. Staff at all levels make the best possible use of the accommodation and premises, including the outdoor areas. Leaders allocate resources suitably, including the pupil development grant. This additional resource supports the targeted pupils to make appropriate progress.

There are rigorous systems to monitor the quality of teaching and learning. Lesson observations and 'book looks' provide a realistic view of where the provision and progress is strong, and the few areas that could be strengthened further. As a result, leaders have an accurate view of the quality of the provision and outcomes across the school. Middle leaders devise suitable plans to improve the quality of the provision in the individual areas of learning and experience for which they are responsible. However, self-evaluation happens as an event, rather than a process, and the link between the school's broader self-evaluation activities and improvement planning is not tight enough. For example, leaders have rightly recognised through their monitoring activities that the quality of the provision for pupils to learn the Welsh language, or about the culture and heritage of Wales, is not good enough. Nevertheless, Welsh is not a current school improvement priority.

Leaders have kept in close touch with the wider school community throughout the restrictions imposed by the pandemic. As a result, they have built further on the strong relationships that exist with parents and carers, most of whom know that leaders are approachable and ready to listen to their concerns, and act where appropriate.

Governors have the best interests of the school at heart, and throughout the pandemic they have kept in close touch to support the school community and leaders. They meet regularly to discuss and make decisions to support the smooth running of the school at an operational level. They challenge school leaders appropriately. However, at a strategic level, they do not monitor, evaluate and review the school's policies and documentation robustly enough in a timely, cyclical manner.

Leaders have worked in partnership with the local authority to find alternative accommodation for pupils who attend the authority's learning resource classes during the pandemic. There are ongoing discussions between the partners to ascertain the permanent base for these classes.

Throughout the pandemic, leaders have prioritised the development of the school's new curriculum. Valuable professional learning opportunities link tightly to this priority. All staff have worthwhile opportunities that support the development of their professional knowledge, understanding, and teaching and leadership skills. In addition, teachers research diligently any curriculum areas that are unfamiliar to them

but follow pupils' interests, such as anime movies or Bugatti cars. This broad culture of ongoing professional learning creates an effective, caring provision, that in turn results in pupils' notable progress over their time at the school.

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

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

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