



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

**A report on**

**Llanfair C.P. School**

**The Herberts  
St Mary Church  
Nr. Cowbridge  
Vale of Glamorgan  
CF71 7LT**

**Date of inspection: February 2023**

**by**

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

## About Llanfair C.P. School

Name of provider	Llanfair C.P. School
Local authority	Vale of Glamorgan Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	145
Pupils of statutory school age	109
Number in nursery classes	16
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 23.0%)	10.0%
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 16.1%)	11.0%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	18/04/2022
Date of previous Estyn inspection (if applicable)	07/07/2014
Start date of inspection	27/02/2023
The school is a lead school for initial teacher education.	

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](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

The learning environment created in Llanfair Primary School reflects the calm and peaceful surrounding countryside. The pupils thoroughly enjoy coming to school and are very proud to be a part of its community. They feel safe in school and confident that they can speak to any staff if they are concerned or worried. The caring nature of the staff and the respect pupils show to one another, staff and visitors is a notable feature of the school.

Pupils' oracy skills in English from the nursery class to Year 6 are exceptional. Many pupils make good progress in developing their literacy and numeracy skills in discrete lessons. In general, pupils do not use these skills as well as they could in other areas of learning. Pupils' progress in developing their Welsh oracy skills is limited and they do not develop their digital skills well enough as they move through the school.

Pupils' behaviour is exceptional. All staff support them successfully to develop positive attitudes to learning and, as a result, pupils' collaboration in class activities and around the school is a strength. They provide pupils with purposeful opportunities to build on their knowledge and understanding but teaching does not always support pupils to achieve to the best of their ability. In most classes across the school, there are few opportunities for pupils to become independent learners. The whole-school approach to plan and deliver the Curriculum for Wales is at an early stage of development.

The newly appointed headteacher and governors have a clear vision for school development. In a short time, leaders are beginning to make improvements to the provision for pupils. For example, they have developed aspects of the learning environment and arrangements for the teaching of reading. However, senior leaders and governors are in the very early stages of working collaboratively to ensure that self-evaluation processes are thorough. Over time, leadership has not evaluated pupil progress thoroughly enough to ensure that teaching and learning challenges all pupils, particularly those who are more able.

## Recommendations

- R1 Embed leadership at all levels to identify the school's priorities for improvement successfully
- R2 Ensure that the curriculum is meaningful for all pupils and builds their skills systematically and coherently across the school, especially their Welsh and digital skills
- R3 Raise teachers' expectations of what pupils can do, particularly those who are more able

## What happens next

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

## Main evaluation

### Learning

When pupils start school, the majority have skills that are at least expected for their stage of development. They settle quickly and, during their time at the school, many make good progress, including pupils with additional learning needs (ALN) and those eligible for free school meals. In general, more able pupils do not achieve well enough.

Most pupils have excellent speaking and listening skills. On entry to the school, most develop a mature vocabulary quickly and give clear explanations, for example when discussing why Jack's mother was disappointed with the beans. They develop speaking skills that enable them to engage very well with adults and each other. For example, Year 1 pupils advise customers about the healthy options available in their café role play area. As pupils progress through the school, most build and develop a mature and an extensive vocabulary, which is used successfully to compare the use of fake news in Medieval times and current day, for example. In general, they talk very knowledgeably about what they have achieved in their work.

Many pupils are beginning to use simple Welsh vocabulary and phrases, and respond to questioning suitably during short, daily sessions. However, overall, pupils are not confident in speaking Welsh in class or around the school. As a result, pupils' progress in Welsh is limited.

Through a variety of practical activities, many pupils from the nursery class to Year 2 develop their knowledge of letter sounds effectively and make a steady progress in developing their reading skills. They thoroughly enjoy listening to stories and are eager to talk about different characters and sequence a story confidently. From Year 3 to Year 6, pupils' progress is accelerated and most develop as competent readers. They hold meaningful conversations about their book preferences and use their research skills well, for example when gathering information about the band Super Furry Animals.

Most pupils' early writing skills are developing well. Most of the pupils in the nursery and Reception classes develop their fine motor skills successfully before moving on to making marks purposefully both inside and outside the classroom, for example by folding paper to create concertina dragon puppets. As they move through the school, most build on their skills purposefully by writing for a variety of audiences and different purposes. From Year 2 to Year 6, most pupils use mature and interesting vocabulary and develop as capable writers. For example, they write a detailed narrative in Year 3, and a vivid diary entry about their day on the battle field in Year 6. However, overall, pupils do not have regular opportunities to write independently, particularly when writing in other areas of the curriculum.

Most pupils develop a sound understanding of mathematical concepts. Pupils in the nursery and Reception classes apply their learning in practical contexts and, by Year 2, they begin to use standard measurements accurately. In Year 3, most pupils recall their prior learning well and use their number skills appropriately to solve basic mathematical problems when investigating the fractions of numbers. Although

progress is evident and most pupils continue to develop these basic skills successfully until Year 6, pupils do not apply their numeracy skills to the same standard in other areas of learning as they do in mathematics.

Many pupils from nursery to Year 2 develop their digital skills suitably to help support their learning in other areas of learning and experience. The older pupils apply their skills well enough to, for example, combine text and images or use simple charts to record information. On the whole, pupil progress from Year 3 to Year 6 is slow. A few pupils in Year 4 develop a range of purposeful skills, which includes interrogating and presenting their own data. However, generally, pupils do not develop skills further and their understanding and application of important areas of information and communication technology is underdeveloped.

Nearly all pupils benefit from a range of opportunities to develop their creative skills during lessons. Pupils mix and blend colours competently, for example to paint a landscape or to re-create their own cave paintings. Across the school, most pupils develop their physical skills well during their daily playground activities, lessons or taking part in extra-curricular clubs.

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

Pupils' well-being thrives in a nurturing environment where they feel safe, secure and respected. Almost all pupils' behaviour is exemplary, both in class and around the school. They are considerate and relate very well to each other and to adults. Most pupils are enthusiastic learners who engage with new ideas and experiences with great interest and commitment. They readily engage in tasks and persevere to complete them.

Most pupils work exceptionally well in pairs and small groups. They value and demonstrate respect for the contributions of others. Pupils listen to each other very well, building on the ideas expressed and allowing each member of the group to make a positive contribution. When given the opportunity, most pupils are ambitious and capable learners. For example, older pupils investigate different electrical cables to understand how they are used for communication, making intelligent and mature observations.

Almost all pupils show confidence and resilience in their work. They are very well motivated and thrive when they get the opportunity. For example, Year 6 pupils consider that finding a book difficult to read is a good thing as it means that it is challenging and developing their reading skills. Pupils are beginning to contribute to what and how they learn. For example, following a suggestion by pupils in Year 1, staff and pupils have created an ambulance for their doctor's surgery role play area which they can sit in and 'drive'.

Almost all pupils show confidence in the way they communicate to adults in a wide variety of contexts. They relate with good humour and sensitivity, adjusting the way they respond to the formality of the situation. A majority of older pupils are beginning to respond thoughtfully to feedback given by their teachers and peers to improve their work. However, in lessons, pupils often rely too heavily on the staff to direct their learning. As a result, most pupils do not develop the skills to work independently or take the initiative in their learning.

Most pupils understand the meaning of fairness well and they show a clear empathy towards each other. The older pupils naturally take responsibility for the younger pupils, ensuring that they are happy and free from concern. However, overall, their understanding of themselves as a global citizen is limited.

Almost all pupils have a good understanding of the basic rules of the school. Older pupils quote the three rules of 'Be Ready, Be Respectful and Be Safe' and understand well how these apply. Most pupils know how to stay safe online and why this is important. Nearly all are aware of the importance of eating and drinking healthily and feel that the school gives them plenty of opportunities for exercise. Many pupils engage in daily physical activity enthusiastically and attend the after-school clubs, which offer a range of sports and artistic activities.

Nearly all pupils develop a sound understanding of a healthy lifestyle and explain confidently why this is important to their future life. They have an age-appropriate understanding of the importance of eating a balanced diet and the need for regular exercise. Many pupils are beginning to develop their leadership roles and to take on responsibilities. For example, the school council have organised a whole-school fund raising event.

### **Teaching and learning experiences**

Nearly all staff are dedicated and work hard to build strong working relationships with pupils. As a result, the school's provision for pupils' personal and social education is effective and impacts successfully to create a warm and supportive learning environment. Staff use praise effectively to celebrate pupils' efforts and achievements, and they have high expectations of pupils' behaviour. The culture of mutual respect between staff and pupils, and between pupils and their peers, results in excellent collaboration.

The school is in the early stages of developing a curriculum that reflects the principles of the Curriculum for Wales. Recently, leaders and staff have worked with other schools, pupils, parents and governors to create and share a clear vision for their curriculum. Teachers are beginning to focus on a range of interesting topics across the areas of learning and experience to stimulate and build on pupils' knowledge that align with the purposes of the new curriculum. For example, as part of their topic 'communication', Year 3 pupils go back in time, in the class 'time machine' to learn about the early use of the telephone. In the Years 5 and 6 class, a visit from a representative from a well-known internet search engine deepens pupils' understanding of how quickly information is shared and gathered around the world. However, overall, teachers' planning does not include enough authentic learning experiences for pupils that take into account the school in its locality.

Teachers organise their classrooms well and create a positive ethos for learning. Where teaching is at its best, teachers give clear explanations in lessons that enable pupils to undertake their work confidently and plan activities that build on previous learning effectively. The activities match well to pupils' abilities and on the whole teaching assistants are organised effectively to support pupils in class. Most teachers from the nursery to Year 2 classes use the restricted outdoor learning environment regularly and make the most of the space available to them. This has a positive effect on pupils' communication, physical and practical skills. However, in classes across

the school, teachers tend to over-direct lessons, which inhibits pupils from developing their skills independently. In addition, teachers do not provide suitable challenge, particularly for pupils identified as being more able.

The provision for developing pupils' speaking and listening skills is a strong feature of the school. The recent focus on improving reading skills has a positive impact on raising standards, particularly from Years 3 to 6. Teachers develop pupils' discrete literacy and numeracy skills well, although there are inconsistent opportunities for them to apply these skills in other areas of their learning. Where teaching is most effective, staff model the Welsh language well and roles such as Helpwr Heddiw supports help to promote the language suitably. However, the quality of provision for the development of the Welsh language in both formal teaching activities and informal situations is underdeveloped. The school's provision to develop pupils' digital skills is limited. In general, teachers do not plan and deliver activities that challenge pupils well enough, which in turn inhibits their progress over time.

In many classes, teachers use success criteria suitably to support pupils' learning. This is beginning to help pupils understand their own strengths and to provide them with opportunities to evaluate and improve their own and the work of their peers. Overall, teachers provide pupils with suitable feedback, both verbally and in writing, which supports them to develop their skills.

The school has a variety of purposeful extra-curricular activities that successfully develop pupils' creative and physical skills. For example, many pupils enjoy attending the school art club, where they develop confidence and collaborate with each other well. In addition, numerous visitors to the school enhance the curriculum for the pupils to inspire them about future careers. A visit from the police dog handling unit deepens the pupils' understanding of how the trained dogs help detect and prevent crime, for example. The school makes particularly good use of residential centres, where pupils from Years 5 and 6 learn about team work while taking part in outdoor activities.

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

The school is a caring and inclusive community that promotes exceptional behaviour, courtesy and respect for all pupils. There is a close and friendly working relationship between staff and pupils and this is reflected in the positive attitudes of nearly all pupils towards all of the school's life and work.

Staff ensure that pupils have access to a range of appropriate support programmes that help them to deal with their feelings and emotions well. As a result, pupils' emotional well-being is supported effectively. In addition, staff provide a number of opportunities for pupils to develop their physical skills successfully in planned lessons and extend these experiences by using the expertise of visiting sporting clubs. The school has effective arrangements to promote eating and drinking healthily and to help pupils to understand what they need to do to be active and healthy.

The provision for all pupils who have been identified with ALN is robust. The ALN co-ordinator and staff track and monitor pupil progress carefully and plan bespoke programmes of support. As a result, teaching assistants engage the pupils well with their learning during literacy and numeracy sessions, which make positive and

sustained change to their ability to learn. The school works closely with multi-agencies to provide specific activities and support sessions for pupils' emotional, health and social needs, where appropriate. Staff include parents purposefully in discussions about their children's progress.

The school plans purposefully for pupils to learn and reflect about different faiths from around the world in lessons and as part of their collective worship. During monthly whole school sessions, pupils discuss core values such as 'honesty' and how they might apply these to their daily lives. Through pupils' increasing understanding of their rights, Year 4 pupils, for example, discuss confidently how we have a right to an education and to be free from war.

The school has a suitable range of pupil voice groups but they currently have very few opportunities to make meaningful decisions about the school. Whole-school activities such as contributing to the local food bank and to an international disaster fund help the pupils understand the world in which they live and are beginning to develop their empathy towards others suitably. However, overall, opportunities for pupils to develop a sound knowledge and understanding of equality, diversity and global issues are limited.

The school provides a range of stimulating trips and visits, which support the curriculum and help pupils to engage in their learning. Music lessons stimulate pupils' creativity effectively and provide them with opportunities to perform samba music and learn to play string instruments. In addition, staff provide suitable opportunities for a local artist and author to support and enhance the pupils' understanding of their 'cynefin' and what it means to them. Several after-school clubs promote pupils' wider skills as well as their physical and emotional well-being successfully. For example, the photography club develops pupils' appreciation of the surrounding countryside alongside their creative skills. The school celebrates its Welsh heritage appropriately, for example by holding an annual Eisteddfod and visiting local places of interest.

The school has effective arrangements in place to monitor attendance. Class awards encourage pupils to attend regularly, and useful information is given to parents about their children's attendance. As a result, the school's attendance is good. There is a robust safeguarding culture in the school and arrangements to safeguard pupils meet requirements.

## **Leadership and management**

Leaders have established a strong ethos throughout the school where pupils feel happy, safe and valued. They set high expectations of pupil behaviour and all staff model positive and professional relationships well. The recently appointed headteacher has a clear vision to support staff to improve and sets high expectations of what the school can provide with the implementation of the Curriculum for Wales.

The headteacher understands the strengths and areas for development of the school well and has communicated these effectively to staff and governors. He has distributed clear leadership roles and responsibilities for teachers. Although many teachers have started to implement a robust programme of monitoring and evaluation activities of their areas of responsibility, there has not been enough time for these leaders to have a significant impact on teaching and learning. However, the very

effective well-being leader has led the staff to implement systems to support pupils' well-being very effectively.

The school is making good progress in implementing change in response to the ALN reform, and more recently the school priorities align with national and local priorities suitably. However, over time, the school's track record for making and sustaining improvement in the quality of teaching and learning is not effective enough. These areas for improvement mean that plans to deliver and embed the Curriculum for Wales are new, and the need to address the provision for Welsh and digital skills is limited.

Governors are well informed about progress with the school's strategic priorities through detailed and thorough headteacher's reports. They have begun to gather first-hand information about how well the school is doing by assigning link governors to look at different aspects of the curriculum and priorities for improvement. However, these valuable initiatives are still at an early stage of development and this means that governors are limited in their ability to ask challenging questions in their role as critical friends. Governors fulfil their statutory obligations appropriately and take full account of relevant legislation and guidance. They ensure that the school has appropriate arrangements to promote pupils' healthy eating and drinking.

Leaders and governors manage the school's finances well. They allocate the pupil development grant effectively to provide additional support for pupils' basic skills. Most of the pupils eligible for free school meals and those from low-income households who receive extra support make good progress. Leaders also ensure that all staff understand and promote the strong safeguarding culture in the school.

The headteacher is beginning to create a positive culture and ethos to promote and support the professional development of teachers. Teachers benefit from worthwhile professional learning opportunities, which links well to school improvement priorities. In addition, individual teachers share identified good practice within the school, such as strategies to encourage pupils to collaborate effectively. This has become a strength of the school. Professional development for support staff is less successful and many have not received training that align to their own aspirations as professional learners.

The school shares important information with parents in a timely and clear way. Leaders establish productive relationships with families and the wider school community to improve the life chances of all pupils. Most parents feel that they have easy access to offer suggestions or to raise any issues, which the school deals with promptly. The school provides useful guidance for parents to enable them to support their children's progress, for example in developing their reading skills.

The school has a strong partnership with Cardiff Metropolitan University to ensure that initial teacher education students receive well-structured support from school-based mentors. The school considers the effectiveness of its approach and adapts to make improvements wherever appropriate.

## 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](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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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