



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

Report following monitoring

Level of follow-up: Significant improvement

**Llanedeyrn Primary School
Wellwood
Llanedeyrn
CF23 9JN**

Date of visit: December 2023

by

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

Outcome of visit

Llanedeyrn Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

R1. Ensure all pupils make effective progress in the development of their numeracy and reading skills

The school has improved provision for teaching reading and numeracy skills and pupils are now making effective progress in these areas. Leaders have developed useful long-term planning for mathematics, which focuses clearly on the development of pupils' skills. Staff use detailed weekly plans which meet the needs of all pupils well. As a result, most pupils now build upon their numeracy skills effectively across the school.

Staff support pupils' development of numeracy skills well, using a range of concrete, pictorial and abstract methods. In the younger classes, they support pupils' learning through child led activities and model mathematical language skilfully. Staff provide older pupils with a range of helpful mathematical resources to support their understanding of fractions successfully.

Leaders have a clear vision for developing a positive culture of reading and they have developed a strong focus on teaching reading progressively across the school. Teachers consider the skills they need their pupils to learn over time and plan carefully for their development. As a result, throughout the school, pupils' reading skills are developing well. For example, younger pupils learn letter sounds rapidly and use these to decipher new words with growing confidence. By Year 2, pupils are developing fluency and self-correct efficiently when they realise that they have made a mistake. Pupils in Years 3 to 6 read a range of texts and develop comprehension skills well. Older pupils infer meaning and provide opinions, justifying these successfully by referring to the text.

R2. Improve the quality of teaching to ensure all pupils make effective progress

Leaders have secured effective improvements to the quality of teaching. There is now a clear and consistent approach, which adapts to how pupils progress at their various stages of development and enables most pupils to make strong progress. This is reinforced by welcoming learning environments, where wall displays support a culture of developing independence among pupils. There are strong working relationships between staff and pupils, and pupils co-operate very well together on tasks or to offer each other support. This contributes to the good standards of behaviour and an atmosphere conducive to learning.

The school has a clear plan for the systematic development of pupils' skills. In their teams, teachers plan sequences of lessons that set high expectations and build upon pupils' prior learning well. Each session has a clear focus and criteria for success, and teachers share these with pupils to support independent working and reflection.

During lessons, teachers and learning support assistants move around the classroom to provide helpful support and challenge to pupils. Through carefully considered questions they assess the progress pupils make. As a result, they know whether to provide additional support or to extend the challenge in learning. Teachers provide purposeful written feedback to older pupils and provide them with opportunities to respond and improve their work. In addition, they use these reflections to set individual targets for pupils and help them consider the next steps in their learning.

Teachers provide appropriate opportunities for pupils to have an element of choice in what and how they learn. For example, older pupils decide how they will structure their podcast to maximise the listeners' interest.

R3. Ensure pupils from nursery to Year 2 develop their create and problem-solving skills through effective opportunities for exploration and play

Leaders have ensured that all staff from nursery to Year 2 have accessed a range of professional learning focusing on effective foundation learning provision. As a result, there has been a beneficial shift in approach, which now includes many worthwhile opportunities for pupils to learn through play and exploration. This ensures that most pupils now develop their creative and problem-solving skills well.

The school has successfully secured rapid improvements to learning environments for younger pupils. This includes the development of well-resourced areas and an effective range of resources. As a result, pupils are developing their creative thinking well as they make choices about their learning and engage in carefully planned 'challenges'. For example, pupils persist, and try different approaches when building a bridge for The Gingerbread Man.

Inviting opportunities for exploration such as a 'hot chocolate station', stimulate pupils' curiosity and provide opportunities to experiment and try things out as they mix a range of ingredients together. Staff interactions with pupils now focus successfully on encouraging their thinking skills and independence. Staff regularly play and interact alongside pupils to extend their learning. For example, they model language and ask effective questions as pupils explore capacity in the water area.

Staff are beginning to develop new approaches to extend pupils' creative thinking and problem-solving through additional provision such as the 'Find out about me' and 'Explore me' bases. Pupils thoroughly enjoy accessing this provision and the opportunities it gives them to explore and experiment. For example, pupils develop their scientific skills as they make 'exploding baubles' with bicarbonate of soda and vinegar.

Leaders have invested significantly in the development of outdoor learning environments. All classes from reception to Year 2 now have well-resourced outdoor areas and the youngest pupils benefit from 'free flow' access to the outdoors. A range of quality resources, such as woodwork benches, provide effective challenge.

For example, pupils in Year 2 sustain concentration as they work out how to saw wood into different shapes.

R4. Improve the process for identifying and reviewing individual targets for pupils with additional learning needs

The acting additional learning needs co-ordinator has developed beneficial processes to ensure that provision for pupils with additional learning needs (ALN) is effective. Across the school, including the learning resource bases, teachers identify beneficial short-term targets for pupils which are reviewed regularly. As a result, pupils with ALN now make effective progress from their starting points.

Whole school processes for tracking and monitoring pupils' learning over time have been developed well. This supports the early identification of pupils with ALN across the school successfully. Staff offer a wide range of programmes to provide extra support for pupils when needed. They consider individual pupils' next steps in learning carefully and match them with well-planned interventions. This ensures that most pupils make effective progress in their literacy, numeracy and social skills.

The school has strengthened collaboration with parents and carers of pupils with ALN successfully. For example, they now involve parents fully in setting pupils' targets and celebrating their successes. Throughout the school, staff provide structured support in their teaching that enables pupils with ALN to make effective progress towards their targets and develop independence. For example, older pupils readily access tablet computers to retrieve a range of sentence starters to support them with their writing. Staff in the learning resource bases provide skilful support for pupils. They plan a range of purposeful activities to develop pupils' social skills well. For example, a practical investigation into historical games allows pupils to develop turn taking skills successfully.

R5. Ensure that monitoring and development processes identify all important priorities and secure effective improvement

The headteacher has developed a comprehensive program of monitoring and evaluation that involves a wide range of stakeholders and focuses clearly on pupil progress and the quality of teaching. This enables the school to evaluate the progress it is making towards meeting its priorities and ensure any barriers to improvement are addressed promptly. As a result, the school has made strong progress in addressing the recommendations from the core inspection.

Leaders monitor the quality of teaching robustly, providing clear and candid feedback to staff. Identified action points are now followed up rigorously to secure any necessary improvements. Expectations of staff are high, and leaders address underperformance robustly.

Half-termly data dialogue meetings ensure that leaders and teachers monitor the progress of all pupils carefully and take swift action when needed. Staff have improved their confidence in contributing to these meetings and now have a stronger understanding of the progress their pupils are making.

The governing body has strengthened its contribution to monitoring and evaluation of the school through the allocation of link roles relating to the post inspection action

plan. Governors now feel that their role in monitoring and evaluation work is more comprehensive and robust. As a result of having more detailed information, they feel increasingly able to ask leaders questions about the impact of improvement work, including the quality of teaching and learning. Governors now have a clearer understanding of the progress pupils are making, particularly in reading and numeracy.

All teachers have contributed successfully to monitoring activity and regularly scrutinise the quality of pupils' books across the school. As a result of this work, there has been a significant shift in culture, where staff embrace self-evaluation and feedback as a means to reflect, learn and ensure continued improvement.