



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

A report on

Llandogo C.P. School

**Holmfield Drive
Llandogo
Monmouth
Monmouthshire
NP25 4TJ**

Date of inspection: March 2024

by

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

About Llandogo C.P. School

Name of provider	Llandogo C.P. School
Local authority	Monmouthshire County Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	64
Pupils of statutory school age	57
Number in nursery classes	0
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%)	18.2%
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%)	5%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2021
Date of previous Estyn inspection (if applicable)	01/10/2013
Start date of inspection	11/03/2024

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.

Overview

Llandogo Primary School is part of a federation with nearby Kymin View Primary School. The senior leadership team consists of a headteacher, deputy headteacher and assistant headteacher, who provide leadership across the federation. The staff at both schools work together to provide learning experiences that benefit the pupils of each school.

Staff at Llandogo Primary School create a welcoming community where pupils enjoy learning. Nearly all pupils are respectful, enthusiastic, and highly engaged in their work. They benefit greatly from the school's rich and varied curriculum experiences and the trust staff afford them to make decisions about their learning, to make suggestions for school improvement and to work independently in a variety of situations.

The school forms valuable partnerships with parents and members of the local community. Parents feel included and informed and appreciate the open communication with all staff. Local charities and businesses work in partnership with the school to provide experiences that enrich the curriculum and support pupils' well-being.

Pupils are beginning to develop a sense of their own identity and an awareness of how their lives compare with those of others across the world. Their knowledge and understanding of the local area and of the diverse history and culture of Wales are less well-developed.

During their time in school, nearly all pupils make at least good progress in most areas of their learning. They develop a secure understanding of what and how they learn and relate the skills and knowledge they gain to their own lives and to future aspirations. Older pupils reflect on their learning, suggesting ways that they and others could improve their work. They are beginning to identify their own next steps in learning, responding effectively to teachers' feedback to make improvements.

Throughout the school, staff consider pupils' individual needs carefully and provide effective support. They develop positive, supportive working relationships with pupils. As a result, pupils respond well to challenge and develop resilience. They feel safe and listened to and know how to seek advice when needed.

The school's outdoor learning experiences enable pupils to develop an extensive knowledge of sustainability and a growing awareness of the impact of human behaviour on the environment. They relish opportunities to be innovative, find solutions and use their imagination when solving problems.

Senior leaders encourage staff to take a lead on aspects of school improvement. Staff work collaboratively to bring about change in aspects of the school's work such as improving writing and digital skills. However, leaders do not always identify important aspects of the school's work in need of improvement to ensure consistency across the federation.

Recommendations

R1 Ensure that monitoring, evaluation and improvement work focuses sharply on the aspects most in need of improvement

What happens next

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

Main evaluation

Learning

Nearly all pupils, including those with additional learning needs (ALN) and those eligible for free school meals, make strong progress in all aspects of their learning during their time at the school.

Nearly all pupils develop their speaking and listening skills successfully. The youngest pupils build their confidence quickly and ask and answer a range of questions related to their work and interests. They show high levels of maturity when discussing their learning with others. As they move through the school, pupils use an increasing range of interesting vocabulary and by Year 6 they demonstrate eloquence when taking part in class debates and making presentations on a range of topics.

Most pupils read well and develop a love of reading. The youngest pupils have a good understanding of the sounds that letters make and use their skills well when reading unfamiliar words. They read with increasing accuracy and by Year 2 most read with appropriate expression. Older pupils read a range of books with fluency, choosing fiction and non-fiction books that match their interests. They extract and infer meaning from the texts they read. Pupils across the school transfer their literacy skills to other aspects of their learning successfully.

Nearly all pupils make strong progress in writing. The youngest pupils mark-make and begin to write simple words and phrases. By the time they reach Year 2, most pupils write effective sentences, developing stories with characters and descriptions to add interest to their writing. Older pupils use a range of sophisticated and well-chosen vocabulary to engage the reader. They organise their work into paragraphs successfully and use a wide range of punctuation accurately including commas and speech marks. By Year 6, pupils use language competently and show high levels of imagination in their writing.

Overall, most pupils make sound progress in developing their Welsh language skills. Younger pupils respond well to basic greetings and questions and regularly sing well-known Welsh songs. Older pupils build on their Welsh vocabulary well and sustain

simple conversations, often extending sentences through appropriate use of connectives.

Most pupils develop their mathematical skills successfully. Younger pupils add, subtract, double and half numbers competently. By Years 3 and 4, pupils show a secure understanding of place value and multiply by 10 and 100 accurately. They use their skills well to solve problems. Older pupils plot co-ordinates when translating shapes in the four quadrants and confidently explain how they solve problems involving inverse operations. They explain their numerical reasoning well when calculating the share of rations that a charity should receive during their work on the Second World War.

As pupils move through the school, they develop a comprehensive range of digital skills. Pupils in Year 1 create animated stories choosing pictures and providing their own voice overs for effect. By Years 5 and 6, pupils demonstrate their proficiency in digital competence. They use publishing programmes to produce complex presentations, manipulating images and text. They often use their knowledge to support pupils' learning across the school, for example when designing and developing online cookery tutorials.

Across the school, most pupils develop their artistic skills well in dance, music and art. For example, younger pupils use their imagination and demonstrate poise when creating a cultural dance during their work on Africa. Most pupils produce high quality pieces of art, using a variety of media and tools. Older pupils experiment with a range of techniques such as cross-hatching and scumbling to create effects when working with oil pastels. They find creative ways to represent their learning, for example when creating mood boards to depict their knowledge of the Second World War.

Most pupils develop their physical skills well. Younger pupils show increased control and balance during their play. Older pupils build on these skills to develop proficient ball skills in team sports. For example, they show effective ball control during football matches.

Well-being and attitudes to learning

The positive and nurturing working relationships that exist between staff and pupils are a strength of the school. Pupils are proud to belong to Llandogo Primary. They are welcoming and courteous to all visitors and kind and caring towards each other. Older pupils show care when helping younger pupils to play games and to eat their lunch. Staff work closely with pupils to ensure that everyone is looked after. As a result, nearly all feel safe and valued.

Most pupils make suitable choices about eating healthily, taking regular exercise, and staying hydrated. Older pupils describe the impact of exercise on their body and know why it is important to warm up and cool down. Most pupils know how to stay safe online, for example by keeping passwords secure and not sharing personal information.

Nearly all pupils learn how to identify and manage their emotions. They recognise how their mood changes and assess their own levels of confidence, happiness, nervousness, and anxiety. Pupils use the school's calm spaces to help them regulate

their emotions well and they know who to turn to if they have a problem or are worried. They are developing a sound awareness of healthy relationships and know what to do if they see bullying or feel bullied.

Nearly all pupils are highly engaged in their learning and develop well as effective, independent learners. They take pride in their work and talk about their learning enthusiastically. For example, older pupils discuss and explain in depth how they develop and refine their designs and models of Brazilian carnival floats.

Pupils make worthwhile contributions that influence teaching and learning. They benefit from opportunities to make choices not only about what they learn but also how they learn. Nearly all pupils assess their own and other's work effectively. They recognise what they do well and identify what they need to do to improve. They respond appropriately to feedback and act swiftly to improve the quality of their work.

Across the school, all pupils relish the opportunity to take on leadership roles. They show commitment to these roles and are proud of the impact of their work on school improvements. The work of the school's Eco group is exemplary. Pupils clearly articulate the importance of their recycling processes and pollution combatting schemes in protecting the environment.

Teaching and learning experiences

The school has developed its rich and engaging curriculum to align well with the principles of Curriculum for Wales. The curriculum often focuses on pupils' needs and interests, successfully combining areas of learning to enable pupils to make relevant links in their learning and to their own lives.

Teachers plan a wide range of stimulating experiences that encourage participation and collaboration. The outdoor learning environment is used exceptionally well to provide a wide range of purposeful learning experiences. For example, younger pupils use sticks and leaves to learn about fractions and develop their multiplication skills when making carnival floats on the school yard. On occasion, both schools in the federation work closely together to enhance learning and engage pupils in highly worthwhile experiences. The current topic on farm to fork practices, for example, enables them to learn about where their food comes from in practical ways, supported by members of the local community.

Teachers use educational visits and visitors suitably to provide authentic contexts for learning. Pupils recently benefited from visits designed to improve their digital and technological skills, learning how to construct and operate robots. The school considers ways to work in partnership with others to strengthen learning experiences. Its work with Wye Valley River Festival organisers, for example, enables pupils to participate in stimulating projects that enhance their creativity. Opportunities for pupils to work with local artists improves their knowledge of the arts. As a result, many pupils produce an interesting variety of artwork, and develop their dance and musical skills well.

Teachers are beginning to develop pupils' understanding of equity and diversity. Older pupils, for example, learn about diversity in the world of sport and consider the impact of segregation on children across the world. Teachers plan opportunities for

pupils to learn about world religions and to celebrate cultural and religious festivals. The school's curriculum includes a few opportunities for pupils to learn about the history and culture of Wales. However, the school's work to develop pupils' knowledge and understanding of their locality and the diverse nature of Wales is generally at an early stage.

Pupils enjoy opportunities to take part in the school's extra-curricular provision. Through these clubs, they continue to develop their physical skills and learn how to prepare meals from the produce they grow in the school's garden. In addition, the school arranges beneficial residential experiences for pupils across the federation that enable pupils to develop their problem-solving skills and teamwork.

Teachers have high expectations of their pupils' behaviour and progress, and plan effectively to meet their individual needs. Teaching assistants provide valuable support for pupils' learning throughout the school. Together, they build strong and respectful working relationships, and these positive relationships contribute to the school's purposeful, busy and motivating ethos. Teachers succeed in engaging pupils' interest well so that they focus successfully on their tasks. They include pupils in planning what, and often how, they learn. They make excellent use of resources, including digital devices, to support pupils' learning effectively.

Teachers plan worthwhile learning experiences that support pupils to transfer their knowledge and skills to other areas of the curriculum. Pupils in Year 2 use software to create bar charts successfully showing the height that radishes germinate in different soils. Pupils in Years 3 and 4 create instructions for making a bird feeder when learning how to protect food chains. Older pupils extensively research information at the beginning of topics, for example when comparing biomes in different habitats. The school's work to improve pupils' digital skills is a strength. Pupils use recording devices and green screens with ease to produce high quality roving reports on the local weather. They design a wartime menu, using digital programmes to consider what produce is available at what cost and in what quantities.

Teachers provide valuable opportunities for pupils to think and problem-solve. Older pupils, for example, analyse a variety of information sources to find out about the past. They consider what the images on posters tell them about propaganda during the Second World War and discuss how useful newspaper reports from the time are to historians today.

During lessons, all teachers provide useful feedback to help pupils know how well they are doing and what they need to do to improve. They use questioning skilfully to challenge pupils to build on prior learning, check their understanding and encourage them to extend their thinking independently as well as in groups and pairs. Teachers provide purposeful opportunities for pupils to assess and reflect on their own work, enabling them to gain a secure understanding of their next steps in learning. They allow pupils to support each other productively in pairs and groups. This develops pupils' resilience and confidence to learn from their mistakes and from others.

Care, support and guidance

The school's nurturing and welcoming ethos ensures that pupils enjoy their time in school and make good progress as learners and in their wider development during their time there. The strong working relationships developed between pupils and staff ensure that pupils feel well supported and cared for. Staff use a calm and positive approach to managing behaviour and encourage all pupils to engage and participate fully in the life of the school. Staff demonstrate genuine care, warmth and concern towards all pupils and work hard to create a happy school community.

The school's support for pupils' well-being is highly effective. Nearly all pupils are grateful for daily opportunities to share how they feel. They benefit from a range of strategies used to help them deal appropriately with their emotions throughout the day. The school's well-being room is used effectively, for example, to enable pupils to reflect and regulate before re-joining the classroom.

Staff support pupils to participate widely in the life of the school, for example through taking on leadership roles. Staff encourage pupils to identify aspects of school life to improve, create plans and evaluate their impact. For example, the Eco Committee recently developed a bird watch project, and by putting up bird feeders have increased the number and variety of birds visiting the school site. Staff provide plentiful opportunities for pupils to develop their understanding of the importance of looking after the planet.

Staff are beginning to develop pupils' understanding of diversity and inclusion. Leaders and teachers plan suitable opportunities for pupils to explore human rights and values, and as a result they develop important attitudes such as empathy and acceptance.

Visitors and visits enhance pupils' experiences, support learning and strengthen local community links. For example, the school shares a gardening space with the community's early years provision. Both settings make good use of this facility and share its upkeep.

The federation's ALN team works effectively in partnership with staff across both schools to identify, monitor and review the progress of pupils with ALN. Staff support pupils with their learning and social and emotional needs well through thoughtful interventions. The school works closely with a wide range of agencies to provide bespoke support for pupils and their families. As a result, most pupils with ALN make good progress in learning and well-being.

Staff communicate effectively with parents and carers, keeping them well informed of their child's progress. Staff ensure that any questions or worries a parent may have are listened to and acted upon in a timely and understanding manner. Staff plan regular opportunities for parents to be involved in their child's learning, for example through workshops designed to raise awareness around Curriculum for Wales and ALN reform.

The school has robust procedures for safeguarding pupils and all staff understand and implement the school's safeguarding policies and processes consistently. Leaders gather feedback from staff on the effectiveness of training to strengthen the

school's approaches further and seek opportunities in the curriculum to address pupils' understanding of their own safety. As a result, there is a strong culture of safeguarding across the school.

Leadership and management

Leaders have succeeded in bringing the two schools of Llandogo Primary and Kymin View Primary together during the challenges presented by the COVID-19 pandemic. Across the federation, leaders have a shared vision to create independent learners with a strong sense of belonging. The senior leadership team works with staff to improve the quality of provision and provide equitable experiences through a relevant curriculum. Overall, leaders are achieving this aim, creating a highly inclusive environment and shared professional development opportunities. Leaders and staff place the well-being of staff and pupils at the heart of their work and maintain a sound culture of safeguarding. However, the federation's plans for improvement do not always accurately reflect the unique needs of each school closely enough.

School leaders are developing a strong sense of teamwork across the federation of schools. Teachers have collaborated well to develop their own knowledge of Welsh to improve pupils' Welsh language skills. Collective professional learning opportunities across the federation align purposefully to current improvement priorities, such as the development of pupils' digital skills. This approach has a positive impact on pupils' progress. Staff collaborate purposefully with local schools, for example to develop a consistent approach to assessment.

Leaders and governors monitor finances, including grant funding, carefully and focus spending decisions appropriately on meeting the needs of pupils. The school has developed its indoor and extensive outdoor environment well to create a rich and stimulating learning environment, and the pupil development grant is used effectively to support vulnerable pupils. Leaders and governors carefully consider the impact of socio-economic disadvantage on pupils and take steps to reduce costs for families to remove barriers to learning and to ensure that no child is excluded from the full range of curriculum experiences on offer.

The governing body is developing its role as a critical friend suitably. The headteacher provides detailed reports to governors to ensure that they are well informed about the improvement work and progress towards national priorities such as ALN reform. Governors have a good understanding of their role in promoting healthy eating and drinking and in securing staff well-being.

Across the federation, leaders use assessment information appropriately to monitor pupils' progress and to strengthen self-evaluation. There are appropriate arrangements in place to manage the performance of all staff, linked to school improvement priorities. Where this strategy has been successful, staff have demonstrably improved learning experiences, teaching approaches and pupils' knowledge and skills.

Leaders identify professional development opportunities that support teachers and teaching assistants to develop a range of worthwhile approaches to teaching and intervention. These approaches improve outcomes for nearly all pupils. Monitoring activities focus suitably on the progress pupils make and identify clear ways forward

for teachers, for example to improve Welsh language immersion. Generally, staff are deployed suitably and are developing their roles as middle leaders to support school improvement.

Staff communicate productively with parents, who feel well-equipped to support their child's learning at home.

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

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