



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

**A report on**

**Llantrisant Primary School**

**Coed-Yr-Esgob  
Llantrisant  
Pontyclun  
RCT  
CF72 8EL**

**Date of inspection: February 2024**

**by**

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

## About Llantrisant Primary School

Name of provider	Llantrisant Primary School
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	132
Pupils of statutory school age	96
Number in nursery classes	19
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%)	21.3%
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%)	14.6%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/03/2016
Date of previous Estyn inspection (if applicable)	16/11/2015
Start date of inspection	26/02/2024

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](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

Leaders, staff and governors at Llantrisant Primary School provide a safe and stimulating environment for pupils. Pupils are happy and feel a firm sense of pride and belonging to their school and their locality. Their behaviour is exemplary. Parents are highly appreciative for the quality of education and the strong, supportive care their children receive. Leaders and staff nurture pupils' personal, social and communication skills. Pupils' interactions with adults are courteous and respectful.

The headteacher is a compassionate leader who places pupils' happiness and learning at the heart of the school's work. Leaders and governors manage change well. They pay careful attention to the development of staff to ensure that all embrace the school's values and contribute to the strong team ethos. Subsequently, staff feel valued and safe and receive high-quality professional learning to support their development as effective classroom practitioners.

The school's curriculum is engaging, relevant and planned well to ensure that pupils develop their knowledge and skills progressively. Teaching is creative and engaging. Consequently, pupils focus on their learning and attend school regularly. Teachers often provide pupils with exciting opportunities to develop their creative and artistic skills. However, too often teachers over-direct pupils' learning and do not provide sufficient challenge or opportunities for pupils to develop their independent learning skills and make decisions about their learning.

Llantrisant Primary is a reflective school that strives for success. It has a comprehensive process of self-evaluation in search of school improvement. Leaders and staff at all levels work effectively with partner schools to develop aspects of the school's work. As a result of effective leadership and provision, most pupils, including those with additional learning needs (ALN) and those whose circumstances make them vulnerable to underachievement, make good progress.

## Recommendations

R1 Ensure that all pupils consistently receive the right level of challenge in their learning and improve opportunities for pupils to work independently

## What happens next

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

## Main evaluation

### Learning

Most pupils start school with literacy, numeracy and social skills that are at, or above, those expected for their age. Throughout the school, pupils make good progress in their ability to apply their literacy, numeracy and digital skills in their work across the curriculum. Nearly all pupils, including those who are eligible for free school meals or from low-income households, make effective progress by the time they leave the school. Most pupils with additional learning needs (ALN), including the pupils in the learning resource base (LRB), make effective progress towards their individual targets.

Across the school, most pupils are confident speakers and nearly all are attentive when listening to their teachers. Younger pupils communicate their ideas clearly to adults and each other. For example, when building a houseboat collaboratively, they discuss how to use bricks and wooden blocks to build the walls higher. As they progress through the school, nearly all pupils' language skills develop effectively and they begin to use subject specific vocabulary. For example, Year 2 and 3 pupils discuss how ice cream can provide calcium, but can decay teeth if eaten daily. Older pupils speak confidently and articulately to each other, staff and visitors. Pupils in the LRB make sound progress in their communication skills and use these effectively, for example to communicate their emotions.

Most pupils make good progress in developing their reading skills. Younger pupils develop their knowledge of letters and sounds well. As they move through the school, pupils use strategies successfully to read unfamiliar words. Older pupils develop their fluency and use punctuation to benefit their expression and intonation. By the time they are in Year 6, many pupils are fluent, enthusiastic readers. They discuss their favourite authors and a few identify their preferred genres, giving reasons for their choices.

Across the school, many pupils develop their writing skills effectively. The youngest pupils know that words have meaning and make marks using a variety of writing tools. As they progress, most pupils develop their spelling, punctuation and handwriting well. They present their work with care and pride. By the time they are in the oldest year groups, pupils choose vocabulary for effect and make beneficial use of authorial techniques and phrases, including metaphors, to add interest when writing. They amend their writing successfully to make improvements.

Nearly all pupils develop secure mathematical knowledge and numeracy skills as they progress through the school. They apply these skills competently in their learning across the curriculum. Younger pupils sort objects according to colour and size, and Year 1 pupils count and match objects to 20. Most older pupils develop as confident mathematicians. Year 5 and 6 pupils handle large numbers to investigate global carbon emissions and use a computer programme to represent the data using a pie chart.

Most pupils are enthusiastic about the Welsh language. They use basic vocabulary and respond to simple questions to communicate successfully. During classroom

activities, pupils pronounce words and phrases accurately. Older pupils ask and answer questions in Welsh, and a few confidently engage in a simple conversation about how they feel, what they are wearing and their likes and dislikes.

Generally, pupils use digital skills suitably to support their learning. Younger pupils programme devices to follow a specific route. Pupils in Years 4 and 5 combine sounds and trim their voice recordings when creating podcasts. Older pupils create databases and spreadsheets and use a range of programmes skilfully to produce presentations and informative texts.

As they progress through the school, most pupils develop their skills well through a range of sporting and creative activities. The youngest pupils run on the spot, jump and move their bodies to music. Older pupils control their movements, apply freeze frames and use their bodies to create shapes, when creating a dance collaboratively. They use movement to express a narrative about evolution and extinction. Across the school pupils develop effective artistic skills. They use line, tone and shade to produce high quality drawings of animals and use colour effectively to develop vibrant patterns on fabric to create a scarf.

Nearly all pupils display good concentration skills, they show perseverance and develop their problem solving and thinking skills well. The youngest pupils investigate the effect that the distance between a light source and Gruffalo characters has on the size of shadows created. Year 2 and 3 pupils use the known length of one ribbon to calculate the length of multiple ribbons using halving, doubling, division and multiplication. Older pupils discuss the characteristics ducks need for survival, they order the importance of these attributes and justify their answers persuasively.

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

Pupils in Llantrisant Primary School are welcoming and friendly. They are polite, kind and respectful of others and play and work harmoniously together. Pupils are sympathetic to the needs of others and show consideration for their friends. Most pupils are beginning to develop their knowledge of children's rights suitably. Older pupils benefit from learning about rules and laws in society, when they visit the Senedd and show a clear awareness of equality.

Nearly all pupils feel free from bullying and think that the school helps them to treat everyone fairly. They demonstrate high levels of well-being and feel safe and respected in the school's homely community. Nearly all pupils, including most of those in the LRB, are happy in school. Overall, pupils are extremely considerate of each other. For example, at playtime, older pupils support younger pupils sensitively and ensure they have someone to play with. Many pupils feel well supported by staff, know where to turn if they need support and are confident that staff will listen and deal appropriately with any concerns. Across the school, pupils' behaviour is exemplary in class, during assemblies and at playtimes.

Most pupils have a strong understanding of how to make healthy choices and the importance of physical activity. They engage positively with and benefit from the opportunities that the school offers. Pupils readily explain the positive impact of drinking water and eating a varied diet. They enjoy participating in a wide range of

physical activities such as ball games, playground activities and dance. This supports pupils in becoming healthy and confident.

Nearly all pupils contribute successfully when working collaboratively on a range of activities. For example, older pupils plan their visit to Cardiff Castle which enhances their enterprise skills effectively. A minority of pupils enthusiastically take on a variety of leadership roles and responsibilities. For example, members of the 'Un Llais' pupil voice group actively support the whole-school priority on improving attendance and the Criw Cymreig plan engaging Welsh language games to enhance pupils' playground experiences and improve their Welsh.

In all classes, pupils demonstrate strong attitudes towards their learning. Nearly all pupils listen well to teachers and support staff and are diligent in following instructions. They settle quickly to their learning and move between tasks sensibly. They engage fully in their learning, maintain concentration and complete their tasks, taking care to produce their best possible work. Most pupils make valuable contributions in lessons, which enhances the learning experiences for all and many are confident in asking challenging questions of their teachers and each other. Throughout the school, most pupils demonstrate curiosity and nearly all pupils relish learning about new topics.

When pupils are challenged and provided with opportunities to be independent in their learning, think freely and make decisions about their work, they demonstrate ambition and resilience to complete their learning successfully. For example, when calculating how many different permutations there are for seating arrangements in a limousine, pupils consider, discuss and negotiate how to make and represent their calculations effectively. Most pupils are keen to share their learning and are proud of their work. They value the constructive responses they receive from teachers and their peers and use this feedback constructively to improve their work and address misconceptions.

### **Teaching and learning experiences**

Teachers have worked collaboratively and productively to develop a shared vision for the school's curriculum and to provide pupils with valuable experiences that enrich their learning. They have devised a broad and balanced curriculum that meets the needs of learners appropriately and provides creative, engaging learning experiences. For example, Year 5 and 6 pupils used special effects make-up to create realistic, gruesome cuts and wounds on their arms as part of their topic 'Survival of the Fittest.' Pupils are encouraged to contribute their own ideas to planning, by submitting questions to the 'I Wonder' boards at the start of new topics.

In devising their curriculum, staff ensure that pupils develop their literacy, numeracy and Welsh language skills effectively. Across the curriculum, teachers plan purposefully for pupils to apply and practise their writing skills in a range of genres appropriately, such as letters to the headteacher to request financial support towards a school trip. Teachers effectively develop pupils' oracy and reading skills throughout the school and plan purposeful opportunities for pupils to apply these skills across the curriculum. Teachers plan for pupils to develop and consolidate numeracy skills in worthwhile real-life contexts, such as planning, costing, making and selling items for annual enterprise events. Teachers provide an appropriate range of activities for

pupils to develop and apply their digital skills, including creating electronic storyboards and digital art.

The school's curriculum promotes pupils' sense of personal identity, language and culture successfully, as well as a sense of belonging to Wales. Most staff work enthusiastically to improve pupils' Welsh. They reinforce vocabulary and language patterns for use in daily life and encourage pupils to speak Welsh during formal and informal activities. Staff encourage pupils to express their feelings, use a range of sentence starters and research vocabulary that is connected to their topic work.

The school celebrates diversity and raises awareness of pupils' different cultural backgrounds. Teachers make good use of visitors to reinforce this and expand pupils' knowledge and understanding the world around them. This includes inviting a member of the community to the school to share her cultural celebration of Chinese New Year with pupils. The school enhances the curriculum through the use of extra-curricular activities, trips and residential visits. For example, Year 4 and 5 pupils visit a local farm as part of their topic based on food.

Across the school, and in the LRB, staff develop highly nurturing and positive working relationships with pupils which support pupils' progress effectively. This promotes a productive atmosphere throughout the school. Teachers establish classes that are calm, constructive learning environments, where pupils interact positively with others. As a result, when provided with the opportunity, most pupils develop the confidence to take risks when tackling their learning. Staff provide valuable opportunities for pupils to develop their creative skills and make good use of local expertise within the community to enhance pupils' learning in art.

Nearly all teachers have a secure knowledge of the concepts and skills they are teaching. They provide clear explanations and intentions for learning. They develop useful success criteria with pupils which supports learning successfully, ensures pupils understand the purpose of their learning, know what to do and how to do it. Most older pupils make effective use of success criteria to monitor the progress of their own learning and provide useful feedback to their peers. Teachers provide pupils with a variety of creative and stimulating approaches that engage pupils well. However, teachers do not always challenge pupils sufficiently or provide enough opportunities for pupils to develop their independence. This includes pupils not being provided with adequate opportunities to make decisions about what and how they will learn, including who they will work with and how to present their work.

Teachers and teaching assistants use an effective range of questioning techniques to support pupils in consolidating and extending their learning. Nearly all teachers provide valuable instant feedback, which enables pupils to improve their learning effectively. Teachers provide good opportunities for pupils to reflect on their learning and, as a result, most pupils know how well their learning is progressing and are developing their understanding of how to improve their learning.

The school uses a range of assessments to gather data and monitor pupils' progress carefully. Teachers and leaders discuss every pupil's learning each term and use these dialogues well to plan for pupils' next steps in learning. Teachers' reports to parents are informative and provide opportunities for parents to respond.

## Care, support and guidance

The school's warm and nurturing environment greatly supports pupils' personal development. Staff create a caring and friendly ethos that ensures pupils thrive. Staff know pupils well and develop strong working relationships with them. The school has high expectations, with a strong emphasis on developing key values such as respect, kindness and fairness.

The ALN Co-ordinator has a good understanding of national reform and trains staff well to meet the needs of pupils who require additional support. The ALN Co-ordinator and class teachers assess pupils' needs and devise useful support plans. These include one-page profiles and manageable targets that focus on small steps to support pupils' progress. Staff monitor and evaluate the progress that pupils make against these targets regularly. Where appropriate, the school involves outside agencies to provide additional support for pupils. Staff in the LRB know pupils well and respond effectively to pupils' individual needs. The school has effective methods of communication with parents and carers of pupils with additional needs. This keeps parents fully informed.

Pupil progress meetings provide a comprehensive overview of what pupils are doing well and what they need to improve. Staff provide additional support conscientiously, intervening where necessary to guide pupils' learning. Where pupils require individualised support, the school provides bespoke interventions. As a result, most pupils requiring additional support and those with ALN make good progress.

The school provides well-considered support for pupils' well-being. Nearly all pupils' emotional, health and social needs are well supported through curricular activities, recreational opportunities and, when needed, bespoke support for pupils' emotional well-being.

Visits to the local area and visitors to school further enhance pupils' understanding of their community when learning about the history of the local area. The school is beginning to use Welsh contexts at a local and national level to enrich pupils' learning about their heritage, their identities and the diversity of the locality and Wales.

Staff successfully promote pupils' spiritual, moral, social and cultural development through assemblies, cultural events and curriculum learning. Teachers plan learning that enables pupils to learn about identity, diversity and culture. For example, Year 2 and 3 pupils learn about foods from a variety of cultures and older pupils understand and talk about the importance of equality. The school is beginning to re-establish the provision for pupils to learn about the needs and rights of others, supporting pupils' development of social awareness and ethical understanding.

The school encourages all pupils, including those eligible for free school meals, to take on responsibilities through participation in pupil voice groups. Through the 'Un Llais' pupil voice group the school provides opportunities for pupils to take on leadership roles. This develops pupils' citizenship skills through contributing to the school community. For example, pupils develop their fundraising skills through participation in events such as the Christmas Fayre.



Opportunities to develop pupils' understanding of Welsh culture are developing well through activities such as participating in dance events organised by a local ballet group. A range of extra-curricular clubs are well attended by pupils and Year 6 children attend a residential visit with other local schools. The school supports all pupils to attend these experiences and ensures that no pupils are disadvantaged by financial restraints. These experiences successfully promote pupils' self-confidence, expressive capabilities and develop their ideas creatively.

Leaders promote a positive culture of safeguarding with robust systems and measures in place to ensure the safety and security of all. Leaders promote daily attendance at school effectively. They monitor attendance closely and work with a range of agencies to provide beneficial support to families. This results in pupils' positive attitudes to attendance across the school.

### **Leadership and management**

The headteacher leads by example and has a strong and clear vision for teaching and learning. This is shared successfully with pupils, staff, parents and governors. Her vision is based upon providing care and support, within a safe, happy and nurturing community. This is the starting point for all developments throughout the school. Leaders know their school and its community well and work effectively to support pupils and their families. The headteacher leads a strong culture of safeguarding. Staff across the school, including in the LRB, support the work of leaders effectively and a strong sense of teamwork exists within the school. The school addresses national priorities, such as provision for Welsh and ALN reform appropriately.

Governors work well with the headteacher, bring expertise to their roles and provide a good balance of support and challenge. They have a clear understanding of the school's strengths and areas for development through their regular involvement in the school. They are knowledgeable about all aspects of school life and make effective contributions to school improvement priorities. Through sub-committee meetings, members of the governing body use their expertise and informed knowledge of the school to make worthwhile contributions to aspects of the school's management including health, safety and finance. Governors actively evaluate provision for healthy eating and review the school's policy to promote healthy eating and drinking appropriately.

The school uses its financial resources well. The headteacher and governing body work together to allocate resources effectively to support pupils whose progress may be affected by the impact of poverty. For example, they use a proportion of the pupil development grant to allocate teaching assistants suitably across the school and arrange beneficial intervention programmes for those pupils in need. Leaders have established effective approaches to managing pupils' progress, across the school, including in the LRB. This ensures most pupils, including the pupils in the LRB, make strong progress during their time in the school.

Self-evaluation is thorough. Overall, it is effective in driving school improvement. Leaders and staff have a clear understanding of the school's priorities for improvement. Leaders ensure all stakeholders are involved in monitoring and evaluation. Staff and governors undertake regular learning walks, lesson

observations and scrutinise pupils' work. Following evaluation activities leaders provide feedback which, in the main, is focused and accurate and leads to improvement.

Leaders ensure that developing valuable partnerships with parents is a priority. Staff work effectively with families to share important information about school activities and class news in a timely manner. This has a positive effect on pupils and their families. For example, the school welcomes parents to the 'launch' days, providing them with valuable opportunities to view their children's work and celebrate their children's achievements.

The headteacher places a high priority on developing staff and supporting their career development. There is a strong culture of working collaboratively and sharing good practice within the school and across the cluster, including teachers leading the work to develop specific areas of learning. Professional learning opportunities successfully support the school's improvement priorities, such as developing a curriculum in line with Curriculum for Wales requirements. All staff are involved in training activities that are aimed at improving teaching, learning, behaviour and well-being. For example, teaching assistants have received training to develop literacy and behaviour and teachers attend cluster-based curriculum meetings to develop a whole school approach to implementing the requirements of the new curriculum. Performance management arrangements are appropriate and objectives link clearly to school priorities and teachers' own professional areas for improvement and development.

## 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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