



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Llangan C.P. School  
Llangan  
Cowbridge  
Vale of Glamorgan  
CF35 5DR**

**Date of inspection: March 2012**

**by**

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



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW

or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Llangan Primary School is situated near the village of Llangan in the Vale of Glamorgan. The school serves the local area, which includes the villages of Llangan, Treoes, St Mary Hill, Fferm Goch and Penllyn and the surrounding rural areas. The school also receives pupils from outside the normal catchment area.

The majority of pupils come from advantaged backgrounds. However, there are wide differences in the socio-economic backgrounds of pupils. Currently no pupils are entitled to receive free school meals. This is a very low figure when compared to that of other schools, both locally and nationally.

The school caters for pupils between the ages of 3 and 11 years of age. There are 129 pupils on roll, including 21 children who attend the nursery on a part-time basis. No pupil has English as an additional language and no pupil speaks Welsh at home. Nearly all are from white, British ethnic backgrounds.

Four per cent of pupils are identified as having some degree of additional learning needs. This percentage is considerably lower than the local and national averages. Two pupils receive help from outside sources and no pupil has a statement of special educational needs. No pupil was excluded in the last year. No pupil is 'looked after' by the local authority.

During the inspection, one member of the permanent staff was absent due to ill-health. Her place was taken by a part-time teacher.

The individual school budget for Llangan Primary School in 2011-2012 means that the budget is £4,204 per pupil. The maximum per pupil in primary schools in the Vale of Glamorgan is £4,904 and the minimum £2,736. Llangan Primary school is fourth out of the 48 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school is good because of:

- the high attainment and progress of pupils at seven and eleven years of age in the national teacher assessments;
- the quality of teaching;
- the systems to support pupils' learning;
- the care, support and guidance provided; and
- the leadership and management of the senior management team.

### Prospects for improvement

The prospects for improvement are good because of:

- the school's consistency in maintaining high standards;
- the detailed and effective strategic planning for improvement;
- the strong professional partnerships with other schools; and
- the constructive engagement of all stakeholders in school improvement.

## Recommendations

In order to improve further, Llangan Primary School needs to:

R1 improve the standards of more able pupils across the curriculum;

R2 raise standards in reading, and writing in Welsh;

R3 make the good practice in promoting pupils' abilities to assess their own progress and to identify what they should do to improve consistent across the school; and

R4 address the issue of health and safety of which the governing body is aware.

### **What happens next?**

The school will produce an action plan to show how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Nearly all of the pupils have good communication skills. They listen intently, speak clearly and read with confidence. The majority of pupils write extensively and consistently in other subjects across the curriculum. The numeracy and information and communication technology skills of most pupils are good and are developing appropriately. Most pupils across the school have good, well developed skills in working independently.

In the Foundation Phase, most have good speaking and listening skills. They listen attentively and share their ideas confidently.

By the end of key stage 2, many pupils speak clearly in extended sentences. They present an argument articulately and have good vocabularies. They listen well.

Across the Foundation Phase, many younger pupils appreciate that print carries meaning and are beginning to recognise the sounds that letters make. By the end of the Foundation Phase, many read well and the more able and average readers show a good awareness of how to read with expression and how to read unfamiliar words accurately. In key stage 2 many discuss their books enthusiastically and read confidently with ease. They predict accurately what will happen next. They have a good knowledge of some well-known authors. They read quickly and efficiently to find out information.

In writing in the Foundation Phase, many pupils are beginning to record their thoughts and know how to write their names and simple words. By the end of the Foundation Phase, many write longer sentences using connections correctly. They write short paragraphs in their work across the curriculum. By the end of key stage 2, standards across the curriculum are good and all pupils write well to record their work in a wide range of contexts. However, across the school standards in written presentation of work are variable. In too many instances handwriting is untidy and lacks sufficient attention to clear formation.

Most pupils in the Foundation Phase make good progress in following instructions given in Welsh and in using simple Welsh phrases. Most pupils in key stage 2 show a developing understanding of a range of sentence patterns and vocabulary. However, they generally lack confidence in using Welsh orally in more informal settings. Throughout the school, pupils' reading and writing skills in Welsh are at an early stage of development. Many pupils have a sound knowledge of the culture, economic and historical background of Wales.

Nearly all pupils begin school with standards in basic skills that are above those normally expected for their age. Most, including those with additional learning needs, make good progress and build successfully on their prior learning.

Pupils' performance at the expected level in both key stages generally compares very well to that of other similar schools and the family of schools. In key stage 1, pupils' results at the higher level (level 3) also compare well with those of the family of schools. However, in key stage 2, pupils' results at the higher level (level 5) have generally been below those of most schools in the family. In both key stages, there is no discernible trend in the difference between the performance of boys and girls.

**Wellbeing: Good**

All pupils feel safe in school and are well protected from physical and verbal abuse. They are very clear about the importance of nutrition, exercise and hygiene in developing a healthy lifestyle and recognise the school's success in helping them achieve this.

Pupils' views are sought through an annual survey, with action taken where areas for development are identified. The school council promotes the 'pupil voice' well. However, while pupils' views are valued, they are not fully involved in making decisions about how and what they learn.

Attendance, at 95% so far this year, is in line with that of similar schools. The taking of holidays during term time is, however, an area of concern. Nearly all pupils arrive punctually in the mornings, though a very few are often late.

All pupils show high levels of care and concern for each other in their play and in their work. They are polite and discuss issues confidently with adults. They readily take on responsibilities when given them. Many older pupils work independently and with each other making decisions for themselves about how they will organise their work. They are well equipped for the next stage of their education.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The school provides a good range of stimulating and enriching learning experiences that meet legal requirements and the needs of most pupils. Teachers work well collaboratively to plan tasks in English, mathematics, science and topic work and use their subject expertise effectively. However, they do not plan specifically to extend the more able or distinguish between mixed year groups in their planning.

Extra support for pupils with additional literacy and numeracy needs is effective and has a positive impact on pupils' standards. Overall, the school's provision for the development of pupils' communication, numeracy and information and communication technology skills is good. Recent literacy initiatives, including the introduction of a writing project, have had a positive impact upon pupils' skills in writing across the school. All staff carefully plan a good range of cross curricular skill activities for each term and promote independent learning skills.

The school acts very sustainably and is making its pupils aware of their responsibilities as global citizens. As a result, many pupils are developing a good understanding of the possible effects of not showing respect for environmental concerns.

There are good arrangements in the planning for Welsh across the school. Most staff speak Welsh confidently to their pupils and provide good language models. Y Cwricwlwm Cymreig is promoted well through cross curricular planning. The school successfully creates a Welsh ethos.

### **Teaching: Good**

The quality of teaching is good. Teachers in the Foundation Phase have a good understanding of the philosophy of the Foundation Phase. As a result, they plan activities effectively to meet the needs of their pupils. Across the school teachers have good subject knowledge and plan their lessons systematically so that the lessons are well paced. Tasks are generally well matched to the different abilities of pupils.

Relationships between pupils and teachers are positive. In many lessons there is a very constructive atmosphere where all pupils are encouraged to express their own ideas and to make decisions for themselves.

Where there are some shortcomings, teachers do not consistently encourage pupils to think critically about how they could improve. They do not always challenge the higher attainers sufficiently.

The school uses data effectively to track pupils' performance and wellbeing carefully. Procedures to assess learning are well established and are well used to identify and plan work for those pupils who need extra support.

Many procedures for assessment for learning are well developed and well used. In the best examples, pupils have a good understanding of how to improve through discussions with their teachers and with each other. However, teachers' marking does not always ensure that pupils know how well they are doing or what they need to do to improve their work.

Parents and carers are kept well informed about their children's achievements, wellbeing and development.

### **Care, support and guidance: Good**

The school has robust arrangements for dealing with all forms of harassment and promoting good behaviour, which are much appreciated by parents and pupils. The school actively and imaginatively promotes the importance of pupils' health and wellbeing throughout the curriculum. An issue of a health and safety nature has been raised with governors. The school promotes pupils' spiritual, moral, social and cultural development successfully.

The school provides good individual support for all pupils. There are effective intervention strategies for those pupils who need specific support. The school uses the services of external agencies well. It has procedures and an appropriate policy for safeguarding. The school provides well-planned, targeted support and guidance for pupils with additional learning needs. Their progress is regularly assessed and information is used to provide further intervention when required. The support for these pupils is managed and co-ordinated efficiently and includes appropriate deployment of support staff.

### **Learning environment: Good**

There is a strong and effective ethos across the school that successfully promotes a feeling of belonging, respect and equality. The school appreciates and celebrates differences. It is an inclusive community in which all pupils are treated equally as individuals.

The fairly recent extension has created a useful hall, toilets of a high quality and a well-resourced Foundation Phase area. The high standard of displays across the school promotes a positive learning environment. The outdoor areas, including those for the Foundation Phase, are utilised particularly well. Overall, the school's accommodation and learning resources meet the needs of pupils well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The school is well led. The headteacher provides a calm and purposeful direction to the school and has achieved much by extending links between the school, the local community and further afield to raise standards and to enrich the curriculum. This has strengthened understanding of standards and the development of teaching strategies.

All staff work together constructively and have high expectations of themselves and of each other. They share their expertise readily and as a result staff plan effectively and improve their teaching skills.

The senior management team have a good understanding of the future needs of the school and plan carefully to meet them. They are clearly focused on continuing to maintain high standards and to build on the school's successes. In this, they assess the school's performance rigorously and constructively engage with all stakeholders to plan the way forward.

Governors have a wide range of relevant experience and are very committed to the work of the school. Many are regular visitors. Through this and by working with curriculum co-ordinators, they have a good understanding of the successes and areas for development across the school. They are well informed about the school's performance. They successfully work with the senior management team as a supportive, yet challenging friend.

The school is making good progress in addressing local and national priorities and initiatives. It works closely with other local schools to agree standards. There are increasingly effective strategies to strengthen pupils' Welsh language skills. The school emphasises successfully environmental issues. Good progress is being made in improving levels of literacy.

### **Improving quality: Good**

Self-evaluation procedures are good. The school uses a wide range of evidence, including first hand observations of the quality of teaching, the views of other stakeholders and data analysis to evaluate how well it is doing.

Self-evaluation is used effectively to determine future priorities for school improvement. All members of staff are regularly involved in the self-evaluation procedures and agree actions. The implementation of the school development plan is having a positive impact on provision and standards in the school, for example through a project to improve writing.

The school is an effective learning community. There is a well developed culture of collaboration and teamwork within the school. Leaders and managers support staff well by providing opportunities for continuous professional development. Staff also learn from others outside the school through cluster meetings and initiatives, and work with their family of schools to improve their professional knowledge. There are a number of new professional learning communities within the school. However, it is too soon for these developments to have had a significant impact on pupils' standards.

The school has made good progress in addressing all of the recommendations in the last inspection.

### **Partnership working: Good**

There are strong links with the community, which enrich pupils' learning experiences, for example in fundraising and in enriching the curriculum. The school has an extensive range of partnerships with parents and with other local schools. Parents and carers are appreciative of the educational provision and the care and support for their children. They are constructive in supporting their children's learning and in the general life of the school.

The effective transition plan agreed by local schools and the secondary school to which most pupils transfer enables older pupils to be prepared appropriately for the next stage in their education. The school also co-operates effectively to prepare resources and ensure consistency in the assessments of pupils' work.

### **Resource management: Good**

Leaders and managers carefully manage the financial resources that are allocated to the school. Expenditure is regularly monitored to ensure that the school has a wide and appropriate range of learning and teaching resources.

The teachers have appropriate knowledge and expertise to present the curriculum effectively. Support staff are deployed well. Their good contribution to the Foundation Phase and in supporting pupils with additional learning needs contributes significantly to improving standards. They work purposefully alongside teachers in the classroom. Induction arrangements for new pupils and transition arrangements to the local secondary school are good and well co-ordinated. Performance management systems are well established and used annually. The school has reviewed its management structure in line with the national workload agreement on 'Raising Standards and Tackling Workload' to ensure that its management structure is effective.

Bearing in mind the standards pupils achieve and the quality of education provided, the school gives good value for money.

## Appendix 1

### Commentary on performance data

Care should be taken when considering the information about the pupils' performance in the national teacher assessments at the ages of seven and eleven years of age because of the small numbers of pupils who take these assessments annually.

Starting from an above average base, over the last four years, seven-year-olds have generally performed well above local and national averages in English, mathematics and science and when these subjects are combined.

The results have also been high when compared to those of the family of schools to which this school belongs.

The proportion of seven-year-old pupils reaching the higher level (level 3) has been consistently above that of most schools in the family and compares very favourably to the performance of pupils in other similar schools.

Overall, at seven years of age, there is no significant difference in the performance of boys compared to girls. All make good progress, which is reflected in the quality of the samples of work seen and in the lessons observed during the inspection. In the last four years in the national teacher assessments for eleven year olds, results in English, mathematics and science at the expected level (level 4) have been above local and national averages. In science they have been very high with all pupils reaching this standard. The school has performed close to most schools in its family. When compared to schools with a similar proportion of pupils entitled to free school meals, the school out-performed nearly all of these schools.

At the higher level, level 5, results in English, mathematics and science have in the last four years been below those of most schools in its family, but above local and national averages.

The standards observed at key stage 2 in classes and through a scrutiny of pupils' work confirm this data. While key stage 2 pupils generally achieve the expected levels, there is only limited evidence of higher attainment. In these assessments there is no consistent pattern in the relative performance of boys compared to girls.

School data indicates that nearly all eleven-year-olds achieve in line with the predictions made for them at seven years of age.

## Appendix 2

### Stakeholder satisfaction report

#### Parents

Twelve parents completed the questionnaire. All were satisfied with the school, and felt that their children liked school and were helped to settle in well. All thought that their children were making good progress and behaved well. They believed that the teaching was good and that the homework set was useful. They felt that staff treated all children fairly and with respect, and were encouraged to be healthy.

All parents were happy with the support they received and understood the school's procedures for dealing with complaints. They felt that the school successfully encouraged children to become more mature and to take on responsibilities, and that they were well prepared for moving on to the next phase of their education. They felt that there was a good range of activities and visits provided and that the school was well run.

A few parents were unhappy about the information they received about their children's progress and were uncomfortable about approaching the school if they had a question, suggestion or problem. A very few thought that the school's expectations for their children were too low and were concerned about the safety of their children at school.

#### Pupils

Fifty-seven pupils completed the questionnaire. All felt safe in school and thought that the school provided them with lots of chances for regular exercises.

Nearly all believed that the school dealt well with bullying and they knew whom to talk to if they were upset or worried. Nearly all thought that the school teaches them to keep healthy and believed that they were doing well at school. They thought that their teachers and other adults were helpful and encouraged them to learn and to make progress. They knew what to do and whom to ask if they found work hard. Nearly all believed that they had enough resources and equipment to do their work.

A few felt that homework was unhelpful and did not add to their work in school. A minority were concerned about the behaviour of other children in class, at play times and lunch times. These concerns were not reflected in pupils' behaviour during the inspection, which was good.

## Appendix 3

### The inspection team

Peter Mathias	Reporting Inspector
Eleri Anwen Hurley	Team Inspector
Edward Tipper	Lay Inspector
Lynne Williams	Peer Inspector
Mary Noyes	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

### Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Foundation Phase	Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

#### **All-Wales Core Data sets**

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.