

Llandough Primary School  
Dochdwy Road  
Llandough  
Penarth  
Vale of Glamorgan  
CF64 2QD

12/03/2025

Dear Mark Ellis

**Interim visit:** February 2025

A team of inspectors visited Llandough Primary School to consider how well the school has progressed in addressing two of the recommendations from the school inspection in March 2022. During the visit the team had the opportunity to observe teaching and learning, look at pupils' work and talk to pupils, scrutinise evidence, and talk to staff and leaders. Below is a summary of progress against those recommendations.

**Focus of visit**

**Strengthen the provision for pupils to learn Welsh, and about the culture and heritage of Wales**

- Following the core inspection, leaders reflected carefully on provision for Welsh and, as a result, increased dedicated Welsh teaching time across the school. Teachers now ensure that they provide appropriate, daily opportunities for pupils to use and practise their Welsh. In the best examples, teachers model spoken Welsh effectively and confidently and provide pupils with useful opportunities to develop their spoken Welsh. This is beginning to improve pupils' confidence and progress.
- Leaders recognise that the quality of Welsh teaching is inconsistent across the school. They have identified the need to further upskill staff through bespoke professional learning related to their individual stage of development.

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- In a short space of time, the lead teacher for Welsh has quickly established a useful bank of resources to support the teaching of Welsh across the school. She has focussed her work on developing staff expertise and is moving away from the specialist teaching model. This is beginning to have a positive impact on pupils' spoken Welsh and improving teaching approaches.
- In the youngest classes, teachers model spoken Welsh appropriately and provide pupils with daily opportunities to listen to and practise basic Welsh phrases. As a result, the youngest pupils enjoy learning the language. They sing Welsh songs with enthusiasm and begin to show appropriate understanding of simple greetings and phrases.
- Older pupils do not have enough opportunities to develop their Welsh language skills and an over-emphasis on writing and reading inhibits pupils' progress.
- Leaders ensure that teachers plan increased opportunities for developing pupils' sense of Cynefin and their identity as citizens of Wales. Dedicated topics focus on Welsh heritage and culture. In addition, teachers are beginning to plan suitable opportunities to develop these experiences, for example, to include visits to local places of interest and links with the community such as the local church.

### **Strengthen the link between self-evaluation activity and the improvement planning process**

- Following the core inspection, leaders have strengthened the link between self-evaluation activities and the improvement planning process. They use self-evaluation regularly and include a range of evidence focussed on pupil progress. Overall, leaders use the evidence they gather to make decisions about the schools' strengths and areas for improvement appropriately.
- The school engages with pupils, parents, staff, and governors to embed a culture of self-evaluation and support a shared approach to school improvement. Leaders revisit and refine the school's 'Survival Guide' each year, providing staff with important information and non-negotiables regarding teaching, learning, assessment and self-evaluation. This aids consistency and reinforces shared expectations.
- Teachers engage in beneficial professional dialogue which supports the school's self-evaluation processes well. Leaders provide worthwhile feedback to teachers following lesson observations and this feedback supports teachers to identify areas for improvement in their practice.

- Although leaders produce summary evaluations after a period of monitoring, these do not consistently provide a precise enough evaluation of the school's progress against its priorities. Leaders acknowledge the need for greater staff involvement in whole-school monitoring activities to deepen teachers' understanding of the progress and impact of their teaching.
- During monitoring, school leaders identify where further professional learning is needed. Plans, for example, to improve Welsh language and to promote a culture of Cynefin are beginning to have a positive impact on pupils' experiences, helping them engage more with their locality and develop a stronger understanding of Welsh heritage.
- The governing body is strengthening its understanding of school self-evaluation. Its sub-committee's collaboration with school leaders has led to improvements in the quality of parental engagement.

The school's/PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6732149>

Yours sincerely



**Liz Miles**

Assistant Director