

**A report on**  
**Presteigne C.P. School**

**Slough Road  
Presteigne  
Powys  
LD8 2NH**

**Date of inspection: June 2025**

**by**

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

**This report is also available in Welsh**

## About Presteigne C.P. School

Name of provider	Presteigne C.P. School
Local authority	Powys County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	169
Pupils of statutory school age	142
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 22.9%)	11.6%
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 11.1%)	4.9%
Percentage of pupils who speak Welsh at home	2.4%
Percentage of pupils with English as an additional language	0%
Date of headteacher appointment	01/09/2022

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Date of previous Estyn inspection (if applicable)	13/03/2017
Start date of inspection	09/06/2025

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.

## Summary

Presteigne Community Primary school is an inclusive and nurturing environment where all pupils are valued. Most pupils behave well, attend regularly and show high levels of respect for staff and visitors. While relationships between adults and pupils are strong and nearly all pupils feel safe, procedures for reporting safeguarding concerns are not suitably robust.

The school has designed a broad and interesting curriculum that supports pupils' knowledge of their local area, Wales and the wider world. The school has built positive relationships with its community and pupils benefit from an interesting range of visits, visitors and regular opportunities to discuss moral and social issues. This helps to ensure that most pupils participate in lessons with enthusiasm and are eager to learn. Whilst the school benefits from an extensive outdoor environment, it is not currently utilised well enough.

Pupils generally make suitable progress in developing their speaking, reading and digital skills. However, the quality of teaching is inconsistent and, in around half of lessons, expectations of what pupils can achieve are too low. While staff promote calm learning environments and use a beneficial range of questions during lessons, the level of challenge is variable, and feedback does not support pupils to improve their work. Consequently, they do not always make sufficient progress in their learning and do not develop their writing, mathematical and numeracy skills well enough over time. In younger classes, activities do not reflect the ethos of foundation learning well enough and, across the school, experiences do not always match the full range of pupils' needs effectively. As a result, pupils do not always develop as effective independent learners or have suitable opportunities to develop their leadership skills.

Leaders and staff have worked hard to strengthen provision for pupils' well-being and to promote the Welsh language and culture. As a result, many pupils have positive attitudes to Welsh and are enthusiastic when learning the language.

The school's self-evaluation processes do not provide leaders with a clear enough understanding of weaknesses in teaching and learning. Whilst governors are highly supportive and manage resources well, their role in evaluating the school's performance is underdeveloped.

## **Recommendations**

We have made four recommendations to help the school continue to improve:

- R1. Address the safeguarding concern identified during the inspection
- R2. Improve leadership and strengthen the quality of self-evaluation to identify, prioritise and address the areas most in need of improvement
- R3. Improve the quality of teaching to ensure that pupils are provided with effective challenge and feedback to help them make stronger progress in their learning
- R4. Improve pupils' writing and mathematical skills

## **What happens next**

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

## Main evaluation

Presteigne Community Primary School is a nurturing and supportive learning community. The headteacher has developed positive, collaborative relationships with pupils, parents, staff and governors and communication between home and school is effective. Staff make pupils' well-being a priority and ensure that pupils are cared for.

Most pupils behave well, attend regularly and interact cooperatively with one another. Many pupils are enthusiastic and work diligently in lessons, sustaining concentration well. While many pupils show maturity when giving their opinion and discussing aspects of their learning, tasks are generally adult-led, and pupils do not benefit from regular opportunities to develop their independence or resilience when completing activities or solving problems in class. Pupils enjoy engaging in a range of community projects, for instance helping in the local library and litter picking in the local area. This helps them to develop as responsible citizens.

The school's curriculum offers pupils a suitably broad range of experiences across all areas of learning and experience. An effective range of visits and visitors such as opera and dance performers enrich the curriculum successfully. There are strong opportunities for pupils to learn about cultures and diversity, and important world issues such as the plight of refugees who come to the UK. Across the school, pupils benefit from learning experiences that help them to develop their spiritual and moral understanding and their knowledge of human rights. Opportunities for pupils to develop their awareness of Relationships and Sexuality Education (RSE) are at an earlier stage of development.

Where teaching is effective, teachers use questioning skilfully to assess pupils' understanding during lessons. Most teachers encourage and support pupils to engage well with their learning. However, in around half of lessons, teachers do not always have high enough expectations for pupils' learning and the level of challenge and feedback pupils receive is too variable. Teachers do not always provide pupils with effective opportunities to improve their work and to develop as independent learners able to contribute their ideas about what and how they learn. Too often, teachers do not match learning closely enough to pupils' next steps in learning and teachers of younger pupils do not provide experiences that match the principles of foundation learning well enough. They do not allow pupils the freedom they need to explore their learning or follow their interests and limit their access to valuable outdoor learning. Whilst pupil leadership groups such as digital leaders and the Criw Cymraeg are established across the school, they are often over-directed by adults.

Most pupils enter the school with well-developed speaking and listening skills. Staff build effectively on these early skills and plan suitable opportunities to ensure that many pupils speak with confidence and maturity using a wide and varied vocabulary. Many pupils reading skills develop suitably as they move through the school and, by Year 6, a majority of pupils are beginning to use more advanced reading skills accurately. Many younger pupils develop their early writing skills confidently. However, a minority of pupils do not make sufficient progress in building successfully on these early skills. Whilst pupils develop an appropriate understanding of how to structure writing for a suitable range of purposes, they do not improve their spelling and grammar effectively. They do not have sufficient opportunities to apply their literacy skills in their work across the curriculum and an overuse of worksheets restricts their progress.

Most pupils develop their digital skills appropriately. As they get older, they use a suitable range of digital devices and platforms to support and enhance their learning and develop a sound understanding of how to stay safe online.

A majority of pupils develop their mathematical knowledge appropriately. They build a suitable understanding of number and how to carry out accurate mental and written calculations. However, a minority of pupils do not make the progress they could in developing their mathematical understanding. A majority of pupils struggle to use and apply their numeracy skills to solve problems in real life contexts.

The school has implemented additional learning needs (ALN) reform effectively. There are processes in place to identify pupils with ALN and to involve pupils and their families purposefully in support. Most staff have a clear understanding of how to support pupils with ALN and there are a beneficial range of intervention strategies in place to help most pupils with ALN make progress towards their personal targets.

Leaders plan a cycle of monitoring activity throughout the year. They use evaluations of the school's performance to plan school improvement priorities. In a few instances this work has resulted in positive changes. Leaders provide teaching and support staff with suitable professional learning experiences which link to a few of the school's improvement priorities including curriculum development and supporting pupils' well-being. Support staff, for example, have built on professional learning to develop play-based interventions that provide targeted pupils with beneficial opportunities to talk about their feelings. However, overall, self-evaluation processes are not reliable enough and leaders do not identify important aspects of teaching and learning in need of improvement. They do not always plan professional learning strategically enough to address the improvements needed.

Governors are committed and have a good understanding of the school's progress towards national priorities such as developing the Welsh language. This has had a positive influence on the school's celebration of Welsh culture and heritage and as a result, many pupils' Welsh oracy skills are developing appropriately with increasing confidence. The governing body also manage finances efficiently. They make sensible decisions when deploying the pupil development grant to ensure tailored support for targeted pupils' well-being and literacy skills. However, their role in self-evaluation is underdeveloped and does not allow them to challenge progress towards improvement priorities robustly enough.

Overall, leaders have developed an appropriate culture of safeguarding. Nearly all pupils feel safe and know who to speak to if they have a concern. However, too many staff are not clear enough on the procedures to follow when reporting a safeguarding concern.

### **Additional information**

The school's arrangements for safeguarding pupils give cause for concern.

The school's arrangements for site management give cause for concern and have been brought to the attention of the local authority.

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.



## **Evidence base of the report**

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers 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

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## 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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**This document has been translated by Trosol (English to Welsh).**