

Report summary for parents and carers on Presteigne C.P. School

Date of inspection: June 2025

This report is also available in Welsh.

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 and next steps

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

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. A small team of Estyn inspectors will visit the school to monitor progress about 12-18 months after the publication of the inspection report.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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