

Berriew C.P. School  
Berriew  
Welshpool  
Powys  
SY21 8BA

20/10/2025

Dear leaders and staff

**Interim visit:** October 2025

A team of inspectors visited Berriew CP School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

**Focus of visit**

**Rigorously address those aspects of the school's work most in need of improvement.**

- Since May 2025, the school has operated under temporary leadership arrangements. It remains unclear how long these will continue. Uncertainty around leadership has hampered progress against this recommendation.
- In a very short period, the acting headteacher has developed a strong team ethos amongst the staff. There is an emerging culture of collaboration and a growing sense of shared responsibility for pupils' learning and progress.
- Since taking up post, the acting headteacher has focussed time, effort and resources appropriately on addressing the issues that are most important to the school.
- Leaders have undertaken effective self-evaluation work with staff and identified accurately, the need to bring about improvement to pupils' writing skills. Staff have taken immediate steps to start to address this issue by implementing a structured approach to the writing process.

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- Leaders recognise the need to further develop self-evaluation processes to help to improve the level of challenge and pace of learning for pupils, especially the more able.

**Improve the quality of teaching to provide a consistently high level of challenge for all pupils.**

- Although in the early stage of implementation, the teaching of writing now provides opportunities for pupils to write for a range of authentic purposes and to develop their grammatical knowledge and understanding systematically. This structured approach, along with improved verbal and written feedback are beginning to bring about improvements in the quality of pupils' written work.
- Staff track pupils' progress in the development of their writing skills appropriately. However, at this stage they do not use this information well enough when teaching to ensure that pupils, particularly the more able, are appropriately challenged.
- Teachers provide pupils with a suitable range of resources that promote independence when working. Most pupils use sound sheets, number lines and number squares confidently to aid their work. Working wall displays provide useful prompts to help pupils extend and enhance their work further.
- Teachers model and explain the intended learning clearly, with an emphasis on developing pupils' key vocabulary and their understanding of key concepts. Teachers use questioning effectively, enabling pupils to make links with and draw upon prior learning. Currently, the pace of learning and level of challenge do not engage pupils of all abilities well enough during lessons.

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/6662005>

Yours sincerely



**Liz Miles**

Assistant Director