

**A report on**  
**Ysgol Gynradd Carno**

**Newtown  
Carno  
Powys  
SY17 5LH**

**Date of inspection: September 2025**

**by**

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

**This report is also available in Welsh**

## About Ysgol Gynradd Carno

Name of provider	Ysgol Gynradd Carno
Local authority	Powys County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	38
Pupils of statutory school age	34
Number in nursery classes	
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 the primary sector is 22.9%)	11.3%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)	0.0%
Percentage of pupils who speak Welsh at home	52.9%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	
Date of headteacher appointment	September 2016

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Date of previous Estyn inspection (if applicable)	November 2018
Start date of inspection	22/09/2025

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

Leaders have a clear vision that focuses on creating an inclusive, homely and Welsh environment at Ysgol Gynradd Carno. The school fosters a family community where pupils feel happy and safe. Staff have a strong working relationship with pupils and encourage high standards and good behaviour effectively. Pupils show curiosity and positive attitudes to learning. Through this, most make sound progress in their literacy, numeracy and digital skills.

The headteacher promotes a culture of continuous co-operation across the federation successfully. This stimulates creative teaching and enriches pupils' learning experiences through the effective use of the local community and good purposeful co-operation with external partnerships. Staff use the arts to foster empathy and respect for diversity skilfully.

Pupils develop literacy skills successfully, and by the end of their time at the school, they communicate confidently and intelligently. Pupils' reading skills are developed effectively from an early stage, with most older pupils reading fluently and showing a love of reading. Pupils' writing skills develop strongly. However, the provision does not support pupils to achieve in a wide range of writing forms in Welsh and English.

Teachers' oral feedback is effective in supporting pupils to extend their learning but there are not enough opportunities for pupils to act on the comments to improve their work. Pupils take an active part in the local community. In general, staff do not provide enough opportunities for pupils to influence activities that relate to their learning.

Staff provide activities that foster pupils' independent learning skills successfully. As a result, most pupils respond confidently and demonstrate strong ability to co-operate and take responsibility for their own learning.

Leaders use a variety of self-evaluation processes to identify the federation's strengths as well as the areas that need improvement. Members of the governing body offer effective support to leaders and staff, and know the schools and their communities well.

## **Recommendations**

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

- R1. Expand the opportunities for pupils to develop their writing skills in Welsh and English
- R2. Provide regular opportunities for pupils to respond to feedback and improve their work

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

## Main evaluation

Leaders have a clear vision for the federation's three schools which is based on ensuring that pupils achieve to the best of their ability in an inclusive, homely and Welsh learning environment. The school's family community is one where pupils feel happy and safe, and where courtesy and respect are an integral part of the supportive working relationship that exists between staff and pupils. Most pupils develop positive attitudes to their learning and show a curious interest in facing new learning experiences. This contributes robustly to supporting most pupils to make consistent progress over time.

The headteacher's passion to ensure that pupils have valuable learning experiences to support them to make progress permeates all aspects of teaching and learning. She sets a clear strategic direction for the federation and has high expectations of herself, staff and pupils. Across the federation, the assistant headteachers work together purposefully and commit fully to the shared values, for example in providing pupils with an exciting and purposeful curriculum that is rooted in the history and culture of Wales and the wider world.

### **Spotlight: Provide stimulating opportunities to develop pupils' creativity**

Staff provide stimulating and effective opportunities for pupils to develop and express their creativity in a wide range of areas of learning. They use Welsh music and poetry, and the history of black, Asian and minority ethnic people, to stimulate meaningful and ethical discussions skilfully. Fairness and justice are treated and discussed sensitively through activities such as composition, art, and dance. As a result, pupils develop empathy and a respectful attitude towards diversity, and learn to compare the attitudes and values of other cultures with their identity and roots purposefully.

Most pupils make sound progress in their literacy skills from their starting points at the school. As they progress through the school, they use increasingly mature vocabulary and language patterns, and by the time they reach the top of school, they communicate confidently with different audiences intelligently.

Teachers plan activities that capture pupils' interest in reading from an early age and lay a strong foundation for fostering a love of reading. By the top of the school, almost all pupils are proficient in reading Welsh and English texts and discuss the content intelligently.

Teachers provide valuable opportunities for pupils to develop their early writing skills. They build on pupils' skills effectively while supporting them to develop their understanding of more complex vocabulary. By the top of the school, pupils show enthusiasm as they undertake their writing work. When they have the opportunity to write more extensively, their sentences flow naturally and they use relevant adjectives,

including interesting metaphors and detailed descriptions. However, the provision does not support pupils to achieve in a wide range of writing forms in Welsh and English.

Most pupils develop and build on their mathematical skills successfully across the school. They develop a wide range of mathematical concepts robustly and apply them skilfully in a good range of interesting contexts. Through staff's professional learning and sharing effective teaching and learning practices between the federation's schools, teachers provide pupils with purposeful opportunities and rich tasks. This means that pupils develop their numeracy and digital skills robustly across the curriculum.

Most staff ask pupils about their learning skilfully and encourage them to think and solve problems increasingly independently. Staff adapt the questions to meet pupils' needs successfully, which, in turn, supports them to make progress in their skills across the areas of learning.

Staff provide activities that foster independence well. Most pupils respond confidently to these opportunities and co-operate and take responsibility for their own learning effectively.

Staff have sound knowledge of each pupil's emotional and learning needs. They provide activities that meet their needs well, including pupils with additional learning needs. Support staff challenge and support all pupils to learn successfully. In the best practice, they know when to support and when to step back and let the pupils make mistakes, discuss ways to improve and to learn together.

Teachers offer effective oral feedback that gives pupils appropriate guidance on what to improve in their work and how. Pupils evaluate their personal progress and the work of their peers in line with the requirements of the tasks appropriately. However, teachers do not provide enough opportunities for pupils to respond to the comments in order to make improvements. In the few opportunities to improve work, pupils' work does not always show enough progress.

Pupils state that adults listen well to their opinions and considers them in decisions that affect them. A strong feature is the way in which staff work together to organise and support various campaigns in the community, such as supporting charities and contributing to improving the environment in the local area. On the whole, staff do not provide enough opportunities for pupils to influence activities that relate to their learning.

Leaders identify the federation's strengths and areas for improvement through effective self-evaluation processes. Members of the governing body support leaders and staff extremely effectively. They know the schools and communities well and take pride in their individual identities.

## **Additional information**

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for the management of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

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



## **Evidence base of the report**

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer 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.

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

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