

**Report summary for parents
and carers on Llangiwg
Primary School**
Date of inspection: October 2025

Summary

At Llangiwg Primary School, the headteacher Provides effective leadership based on a clear vision that aims to meet the needs of all pupils. Leaders and staff provide strong care and support, and foster a safe, positive environment where nearly all pupils behave well and engage purposefully with learning. Respect, kindness, and courtesy are evident and pupils show a keen consideration of others. Well-being is a strength with pupils demonstrating a good awareness of healthy lifestyles and of the features positive relationships. Attendance has improved significantly due to determined leadership, active monitoring, and partnerships with families and external agencies.

Overall, most pupils make steady progress in developing their literacy skills. They listen well and talk purposefully. By Year 6, many read with expression and insight. Many older pupils do not make the progress they could in developing their writing skills and continue to make avoidable errors in spelling and punctuation. This limits the extent to which they can express themselves with accuracy and complexity in extended written tasks. In mathematics, a new practical approach is beginning to deepen pupils understanding of key concepts. Most pupils use apparatus competently when solving problems.

Pupils develop their digital skills from an early age and as they become older, they use a range of digital devices and software effectively to support their learning. The Welsh language is prominent across the school. This encourages enthusiasm for bilingualism and pupils make solid progress in learning the language.

Across the school, teaching is generally effective. Teachers often use questioning and feedback skilfully to support learning. Where expectations are high, pupils thrive and make good progress. However, at times, teachers underestimate pupils' potential and this lessens the progress they make. Pupils with additional learning needs benefit from well-planned provision and specific interventions that support both their emotional well-being and academic progress. Opportunities for pupil leadership, and decision-making are strong, enabling pupils to take responsibility, contribute to curriculum design, and develop an understanding of diversity and global citizenship. Pupils enjoy many creative and cultural opportunities that build their confidence, pride, and imagination.

Leadership is steady, strategic, and inclusive. The headteacher delivers a clear vision for improvement and alongside all staff ensures a strong culture of safeguarding across the school. Leaders support professional learning and distribute responsibilities strategically. Staff collaborate well with local schools. This strengthens professional development and improves curriculum planning. Ongoing self-evaluation helps identify strengths and areas for improvement, though leaders do not always focus sharply enough on evaluating the difference that teaching makes to pupils' progress. Governors play an active, challenging, and supportive role, they influence improvements. The school currently has a large budget deficit.

Recommendations and next steps

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

R1. Increase teachers' expectations to ensure that all pupils make the progress they are capable of

R2. Strengthen self-evaluation processes to focus more specifically on the impact of teaching on learning

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

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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