

**A report on**

**Builth Wells C.P. School**

**Hospital Road  
Builth Wells  
Powys  
LD2 3GA**

**Date of inspection: December 2025**

**by**

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

**This report is also available in Welsh**

## About Builth Wells C.P. School

Name of provider	Builth Wells C.P. School
Local authority	Powys County Council
Language of the provider	Welsh and English
School category according to Welsh-medium provision	Dual Stream
Type of school	Primary
Religious character	
Number of pupils on roll	238
Pupils of statutory school age	206
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 Primary is 21.7%)	11.8%
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 9.2%)	15.5%
Percentage of pupils who speak Welsh at home	18.9%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/01/2016

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Date of previous Estyn inspection (if applicable)	01/03/2017
Start date of inspection	01/12/2025

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](http://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

The school is a warm and nurturing community where pupils feel valued and supported. The headteacher and other leaders lead the school effectively. Overall, leaders identify appropriately which aspects of the school's work need to be improved and the steps that are needed to achieve this. They respond well to the views of staff, parents and pupils and this contributes successfully to the inclusive atmosphere that exists between the school and the wider community. Governors play an active and informed role, contributing positively to the school's continued development. This strong direction helps create an inclusive ethos where staff work confidently to promote pupils' well-being and improve standards in learning.

The school offers a broad and engaging curriculum that reflects the local area while widening pupils' understanding of the world beyond their community. Staff place a strong emphasis on developing pupils as considerate, responsible individuals who appreciate their heritage and show respect for diversity. Opportunities that support pupils' spiritual, moral, social and cultural awareness are woven through learning experiences, helping most pupils develop empathy and reflect carefully on their values.

Many pupils, including those in the 'Area Learning Support Class', make strong progress in literacy and numeracy. They benefit from a language-rich environment where vocabulary is continually modelled. As pupils move through the school, they become confident speakers and enthusiastic readers, using their growing knowledge of different text types to write with maturity. Their mathematical skills also develop well, with older pupils able to explain their thinking clearly and apply their numeracy skills in meaningful situations across the curriculum.

Teachers plan creatively and collaborate closely to ensure learning builds progressively. They design activities that interest pupils and encourage them to work with increasing independence. However, opportunity for pupils to plan aspects of their own learning is less developed. Provision for pupils with additional learning needs is organised effectively, ensuring many make successful progress from their individual starting points.

## **Recommendations**

We have made one recommendation to help the school continue to improve:

R1      Strengthen opportunities for pupils to make independent choices about their learning

## **What happens next**

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

## Main evaluation

The school is a caring and welcoming community. The headteacher has established a purposeful, reflective culture and a clear strategic direction. This promotes a shared vision that unites staff, pupils, parents, and the wider community in support of the school's aims. Under the headteacher's strong and effective leadership, staff have high expectations and work skilfully to create an inclusive environment to foster pupils' well-being and develop pupils' learning.

Staff work together successfully to provide a broad and stimulating curriculum that celebrates the area's unique heritage as well as developing pupils' understanding of diversity both within Wales and the wider world. They convey a vision to develop pupils into principled citizens who are proud of their history, culture and the Welsh language. The curriculum builds on pupils' previous knowledge, skills and understanding effectively. Overall, the school provides a good range of purposeful opportunities that support pupils' spiritual, moral, social, and cultural development. This helps most pupils to reflect thoughtfully on their own beliefs and values. They show empathy towards others and engage respectfully with different cultures and perspectives.

Many pupils, including those in the 'Area Learning Support Class' make good progress with their literacy and mathematical skills. They build on their skills progressively and use these skills well to support their learning across the curriculum. The school provides a literature-rich environment. Staff model topic-related vocabulary and language associated with different text types well. Many pupils talk confidently about their work and learning experiences using an increasing range of relevant vocabulary. The school's positive reading culture fosters a love of reading. Staff support pupils to develop a range of reading strategies ensuring that many pupils develop as fluent readers. Many pupils understand the key features of different texts and use this knowledge skilfully to write maturely for a range of purposes. By Year 6, many pupils sustain their ideas well and produce high quality written work.

Across the school, staff in the foundation learning classes are thorough in their approach to supporting pupils' early language needs in both Welsh and English. In the Welsh stream, staff build on this work successfully as pupils get older. By Year 6, many pupils speak Welsh confidently and develop a valuable range of vocabulary and use it skilfully in a variety of contexts. In the English stream, teachers plan regular sessions for pupils to learn and recall Welsh language patterns, and, in a few instances, staff are beginning to use Welsh phrases during the day suitably. Many pupils show a positive attitude to learning Welsh. However, overall, there are limited opportunities for pupils to use their Welsh oracy skills outside formal sessions and this impacts on pupils' ability to speak Welsh with confidence.

Across the school, as a result of well-planned activities provided by teachers, pupils' digital and creative skills develop well. In the younger pupils' classes, pupils effectively use the outdoor stage to perform their work and by the time pupils reach Year 6, they use a range of digital software to successfully present and interpret data.

During their time at the school, many pupils make good progress in the development of their mathematical skills and show positive attitudes to learning. Younger pupils gain a secure understanding of number, measure and shape. Teachers build on this knowledge well as they move through the school. They provide purposeful opportunities for pupils to apply their numeracy skills across the curriculum at an appropriate level, which supports the development of their reasoning and problem-solving skills suitably. As a result, by Year 6, many pupils explain the strategies they use confidently, justify their choices, and adapt their methods when necessary.

The school's provision for pupils with additional learning needs (ALN) is coordinated effectively. Staff provide pupils with purposeful targets and learning activities that meet their needs well. They regularly review pupil progress and make changes to their support when required. This enables many pupils with ALN to make suitable progress from their different starting points.

The 'Area Learning Support Class' is led effectively by school leaders who have a sound understanding of its strengths and areas for development. They evaluate the provision appropriately and plan worthwhile and relevant professional development opportunities for staff. Pupils who attend the specialist class engage well with their peers and staff. They are polite and work extremely effectively in small groups and individually, where appropriate. Most pupils make sound progress towards their individual targets. Over time and with support, they gain confidence and most pupils' communication skills develop well.

Across the school, there is a clear consistency in teaching methods and teachers work together effectively to ensure that learning is progressive within and across years. Teachers know their pupils well and have a good understanding of their needs and interests. Overall, teachers ensure that classes are well organised and provide worthwhile opportunities for pupils to develop their curiosity through their learning and play. They provide frequent opportunities for pupils to use outdoor areas purposefully to develop their physical and creative skills. Teachers plan exciting activities for pupils to apply their skills and work independently. However, the opportunities for pupils to plan their learning and to make choices about how and what they learn are less developed. Most teachers plan activities that are purposeful, build on prior learning, and provide an appropriate level of challenge to support pupils to make progress in skills. Most teachers use thought-

provoking questions to address pupils' misconceptions and deepen their learning. They provide effective feedback that helps many pupils improve their work.

Leaders set high expectations and evaluate the school's strengths and areas for development thoroughly. They implement detailed and regular improvement processes which lead to sustained improvements over time. For example, the development of 'Y Nyth' provision to support pupils' well-being, allows pupils to have access to worthwhile support. The school's governors are knowledgeable and supportive of the school. They take part in monitoring activities, bring a range of knowledge and experience to their responsibilities and have a good understanding of the school's activities and progress.

An effective culture of reflection and continuous improvement has been established in the school. Staff lead on curriculum areas, reflecting and seeking opportunities for improvement regularly. Professional learning supports the school's current improvement priorities purposefully.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern.

A site management concern was raised during the inspection, and the local authority has been notified

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/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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