

**A report on**  
**Franksbridge C.P. School**

**Franksbridge  
Llandrindod Wells  
Powys  
LD1 5SA**

**Date of inspection: November 2025**

**by**

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

## About Franksbridge C.P. School

Name of provider	Franksbridge C.P. School
Local authority	Powys County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	37
Pupils of statutory school age	32
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 22.9%)	12.6%
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 11.1%)	34.4%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2014

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Date of previous Estyn inspection (if applicable)	23/10/2017
Start date of inspection	03/11/2025

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

Franksbridge Community Primary School is a welcoming and caring school at the heart of its rural community. Leaders and staff successfully promote an inclusive, supportive environment where pupils grow into considerate, confident individuals who are well-prepared for the next stages of their learning and life. Nearly all pupils demonstrate an enjoyment of school and behave kindly and respectfully towards others. They co-operate well in lessons and play, showing empathy and care for each other.

The curriculum is ambitious and creative, offering pupils many hands-on, authentic experiences that make learning meaningful. Teachers draw effectively on the people and places of the locality and further afield to enrich the curriculum and help pupils understand their local area, Welsh identity and the wider world. On occasion though, learning activities and teachers' questioning do not allow for sufficient pupil participation or engagement.

Most pupils make solid progress in developing their literacy, digital and Welsh language skills. A strong emphasis on developing Welsh has resulted in pupils' positive attitudes to the language and good progress in using it naturally around school. However, the approach to teaching mathematics is less consistent, and this limits how well pupils build their skills and understanding over time.

The school places pupils' well-being at its centre. Pupils of all ages understand the importance of healthy eating and physical activity and take on roles that contribute positively to daily school life. Staff identify pupils who need extra help early and work closely with parents and outside agencies to ensure that most make strong progress towards their individual targets.

## Recommendations

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

- R1. Develop a cohesive approach to the planning and teaching of mathematics
- R2. Develop teaching approaches that actively engage all pupils in their learning

## What happens next

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

## Main evaluation

Franksbridge Community Primary School is a welcoming, caring and inclusive school that sits definitively at the heart of its rural community. Leadership is professional, determined and compassionate, helping pupils to develop as thoughtful and caring individuals with a valuable range of life and academic skills. These traits and skills prepare pupils well for the next stages in their lives and education. Parents appreciate and value the experiences their children benefit from whilst attending the school and relationships between home and school are strong.

Nearly all pupils demonstrate an enjoyment of school. Most pupils recognise that school teaches them to be respectful and kind to others and embody this impressively during both lessons and less formal times of the day. They share resources well, respect each other's views and show care and empathy towards one another. Across both classes, pupils pride themselves on fostering positive relationships with each other, regardless of age or gender, creating a strong sense of community and belonging within the school.

The school has developed an ambitious and creative curriculum, skilfully incorporating a wide range of hands-on, authentic experiences that bring pupils' learning opportunities to life.

### **Spotlight: A curriculum built on authentic, practical and meaningful learning experiences**

The school provides extensive local and wider learning opportunities that inspire pupils and support their aspirations. Staff value and utilise pupils' own backgrounds, such as strong links to the farming community, to enrich their learning. Through purposefully planned visits and use of resources, pupils develop a strong understanding of their local area, Welsh identity, and the wider world, embedding cultural and historical awareness across the curriculum. The school also carefully provides an interesting range of creative and artistic experiences, often involving the local community, to further enhance and enrich pupils' learning.

The school's curriculum, aligned with strong, mutually respectful relationships between staff and pupils, helps most pupils to develop good social skills, interacting positively with each other, staff and visitors alike. Circle time, daily acts of collective worship and first-hand interactions with people from a range of communities, faiths and cultures help pupils to develop positive and respectful attitudes towards diversity.

Overall, the curriculum enables pupils to make solid progress in the development of their literacy skills by the time they leave the school. Most pupils learn to read with confidence and understanding. Through regularly reading a purposeful and beneficial variety of texts,

they develop a good range of vocabulary that they use capably when speaking and writing, in a range of contexts.

Opportunities for pupils to learn new digital skills, refine them and apply them across meaningful contexts are well-considered and regular. As such, most pupils demonstrate good digital skills by the time they leave the school.

The approach to the planning and teaching of mathematics is too inconsistent. Staff do not take enough time to embed new concepts and explore pupils' misconceptions. This means that pupils do not develop their mathematics skills, and deepen their understanding, in a sufficiently coherent way as they move through the school.

### **Spotlight: A successful approach to developing strong teaching and learning of Welsh**

A strong focus on strengthening the teaching and learning of Welsh has been effective. Staff model the language with confidence, having enhanced their own skills through purposeful professional learning. They promote Welsh consistently across school life, encouraging pupils to use it naturally and with pride. As a result, pupils of all ages demonstrate positive attitudes towards the language and make strong progress in developing their Welsh communication skills.

Overall, pupils apply their literacy, digital and Welsh language skills well across the curriculum. When given the opportunity to apply their numeracy skills in real-life contexts, pupils generally do so suitably.

In a minority of instances, teachers engage purposefully with pupils during lessons, asking questions that help them to illicit pupils' understanding and gauge the progress they are making. Too often though, teaching approaches and questioning techniques are too narrow, limiting the extent to which pupils are engaged, or can contribute, during discussions or introductory parts of lessons.

Staff encourage pupils of all ages to influence their learning by providing useful opportunities for them to identify what they would like to learn about. Staff are sensible in how they use this information to inform their planning. In a few instances, older pupils choose how to present their learning. Where this is the case, they do so successfully, applying their skills and knowledge capably to their task. In general, older pupils talk eloquently about their learning, demonstrating a useful understanding of the progress they are making and their next steps.

The school maximises opportunities for pupils to take on a range of responsibilities that impact positively on their own development and the school's daily routines. Pupils take on a range of purposeful roles during the lunchtime period, helping them to develop valuable,

independent life skills. Nearly all pupils happily eat a healthy snack and school meal every day and thrive on regular physical activity lessons. Together, these successfully enhance pupils' understanding of the benefits of healthy lifestyle choices.

School staff identify pupils' additional learning needs (ALN) early and apply an agreed graduated response to supporting these pupils effectively. The school's provision for ALN is well-considered and leadership is adept at creatively maximising available resources. Staff work diligently with external partners and parents to ensure that they meet the needs of pupils with ALN successfully, ensuring that most make solid progress towards their individual targets.

The school has a well-established and robust culture of safeguarding. Staff understand their role in keeping pupils safe and carry out their work diligently and sensitively. The school's work to ensure regular pupil attendance is strong and successful. Carefully planned transition work, at both the start and end of pupils' time at school, further enhances both learning and well-being.

The school has a strong record of sustaining improvement, notably in pupils' Welsh language skills, while also addressing other national priorities. Attendance is strong, and pupil and staff well-being is good. Work to address ALN reform supports learning effectively.

The school's approach to professional learning is well-considered and, overall, beneficial. Leaders make constructive links between professional learning, performance management and the school's improvement priorities. Visits to other schools and training from external partners have been successful in developing the teaching and learning of coding and Welsh for instance.

Governors play an active role in school life, using their expertise to both support and challenge. Regular visits help them develop a clear understanding of strengths and areas for improvement. The school manages its finances carefully and uses additional grant funding and support from the 'Friends' group purposefully to benefit pupils.

### **Additional information**

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

The school's arrangements for site management do not give any cause for concern

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/carers 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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