

A report on
Llandysilio C.I.W. School

Four Crosses
Llanymynech
Powys
SY22 6RB

Date of inspection: November 2025

by

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

About Llandysilio C.I.W. School

Name of provider	Llandysilio C.I.W. School
Local authority	Powys County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Estyn does not inspect denominational religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for denominational religious education and collective worship to be inspected separately.
Number of pupils on roll	55
Pupils of statutory school age	48
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%)	15.0%
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%)	*
Percentage of pupils who speak Welsh at home	*

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Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2024
Date of previous Estyn inspection (if applicable)	14/03/2017
Start date of inspection	10/11/2025

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

- a. The term ‘additional learning needs’ is being used to describe those pupils on the SEN/ALN register of the school.

Summary

The school provides pupils with a calm, welcoming and nurturing environment where they feel safe, valued and are able to learn successfully. Staff build warm relationships with pupils that foster respect, care and positive attitudes towards learning. Nearly all pupils behave well and support each other thoughtfully. This contributes to a strong, inclusive ethos.

The acting headteacher has worked swiftly with staff and governors to establish clear processes for understanding what the school does well and what needs to improve. In a short time, this has helped them make purposeful changes to important aspects of the school's work. Leaders now promote a clear vision that raises pupils' aspirations and strengthens their sense of belonging to the school community.

Teachers plan a curriculum that reflects the school's context and captures pupils' interests effectively. Staff provide beneficial opportunities for pupils to learn about different cultures and to develop their Welsh language skills.

The school offers strong support for pupils' well-being and works closely with families to remove barriers to learning. Staff understand the needs of individual pupils thoroughly and use this knowledge to tailor support sensitively. As a result, nearly all pupils including those with additional learning needs (ALN) and those eligible for free school meals make good progress from their starting points.

Governors maintain a close working relationship with the school and provide helpful challenge and support. Leaders ensure that professional learning is purposeful and closely linked to school priorities. Recent training has strengthened the teaching of basic skills, contributing to improvements in mathematics and English.

In most lessons, feedback supports pupils to improve their work. However, on a few occasions, teachers do not make their learning expectations clear enough or ensure that pupils apply previous learning to new situations. At these times, pupils do not make as much progress as they could.

Teachers have developed classroom environments that promote pupils' independence, enabling them to work in a way that suits the task best. The school benefits from large grounds and a range of outdoor spaces. Currently, however, the school does not make the best use of these to support pupils' progress.

Recommendations

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

- R1. Improve the consistency of teaching to ensure that pupils, particularly the more able, make the progress they are capable of
- R2. Develop the use of the outdoors to enrich the quality of learning across the school

What happens next

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

Main evaluation

The school provides pupils with a calm and nurturing learning environment that promotes their personal, social and emotional development effectively. Staff establish warm relationships with pupils, modelling high expectations for behaviour and engagement during lessons. Nearly all pupils demonstrate positive attitudes towards learning. They behave well and feel safe and valued within the school's inclusive community. The respect and care pupils have for each other is a strength of the school.

Following a period when the school's leadership arrangements changed frequently, the acting headteacher has worked swiftly with staff and governors to strengthen self-evaluation across the school. In a short space of time, they have identified and brought about necessary improvements to several important aspects of the school's work.

Leaders have embedded a clear vision for the school that focuses on raising pupils' aspirations for the future and developing their sense of belonging to the school community. Teachers provide a curriculum that matches pupils' needs and interests well by taking good account of the school's context and the community it serves. Within topics, pupils influence what they learn and how they want to present their work. Staff enhance learning experiences effectively through a beneficial range of educational trips. Teachers provide useful opportunities for pupils to widen their understanding of diversity and their awareness of different cultures.

The school addresses national priorities well. Staff have raised the profile of the Welsh language in school successfully. The school's Cwriw Cymraeg promote the use of the Welsh language well. Each month they introduce a 'Sgwrs y Mis' (Chat of the Month), that supports pupils of all ages and abilities to develop strong Welsh conversational skills.

The school provides effective well-being support for pupils and families. Staff acquire a thorough understanding of the needs of each individual pupil. They use this information to develop creative and successful arrangements that remove barriers for learning for all pupils, including those from low-income households. Staff communicate effectively with pupils and their parents to identify and support emerging additional learning needs (ALN) promptly. Leaders monitor and evaluate the impact of ALN provision carefully. They provide staff with practical guidance and support, enabling them to tailor provision to individual pupils. As a result, nearly all pupils with ALN make good progress from their initial starting points.

Leaders and governors monitor the work of the school well. Governors maintain a close relationship with the school, providing effective challenge and support. They place a high priority on staff well-being. Leaders ensure that staff undertake purposeful professional

development linked to school improvement priorities. Recent training has helped to embed a new approach to developing pupils' basic skills. This has had a positive impact on standards in mathematics and English across the school.

Most pupils make good progress in the development of their oracy and reading skills. Adults model language effectively and provide pupils with regular and purposeful opportunities to speak in front of an audience. Teachers encourage pupils to enjoy reading books from a young age, for example they create opportunities for older pupils to share their books with younger pupils regularly and this raises enthusiasm for reading effectively.

Most pupils develop their writing skills well. Younger pupils develop the ability to write sentences to communicate their ideas. Older pupils write confidently and maturely for a variety of purposes. They make careful vocabulary choices to convey meaning and to engage their intended audience.

Most pupils quickly develop a secure understanding of number. They apply their knowledge of number facts effectively to solve more complex calculations. Pupils use and apply their number skills for a range of purposes with increasing confidence. Across the school most pupils develop a high level of competence when using technology. They use digital devices routinely to support and enhance their wider learning.

Teachers use an enquiry-based approach to learning that stimulates pupils' interests well. Staff encourage pupils to be independent from an early age. This helps to ensure that by the time they reach Year 6, most pupils are motivated and able to deepen their understanding of concepts and of how and when to apply skills without help from the teacher. Pupils benefit from regular opportunities to use and develop their thinking skills. Over time, they develop problem-solving strategies that assist them when formulating and evaluating solutions. By the time they reach year 6, most pupils can provide sophisticated and well-considered suggestions for solutions to real-world problems. For example, in relation to ethical and environmental issues.

Generally, teachers provide useful feedback that enables pupils to improve their work and to develop their skills as reflective, confident learners. However, in a few lessons, teachers do not set out learning expectations clearly enough or support pupils to apply their prior learning to a new challenge or context. In these instances, too many pupils are unclear of how to complete tasks and the expectations for more able pupils are not high enough.

Teachers arrange their classrooms carefully enabling pupils to choose how and where they work to best suit the task. School displays are well-presented. They provide an effective balance between learning scaffolds and the celebration of pupils' achievements. The

school benefits from large grounds and a range of outdoor spaces. Currently, the school does not make the best use of the outdoor spaces to support pupils' progress.

Pupils, including those with ALN, develop their leaderships skills effectively through participation in the school pupil voice groups. The school has effective arrangements in place to support pupils when joining the school and when moving to their next stage of education.

The school benefits from close links with the local community. Pupils make effective use of the church for celebrations at different times of the year. Older pupils support the church by helping to maintain the garden areas. Regular visits from members of a local reading group provide beneficial opportunities for pupils to develop inter-generational relationships.

The school has comprehensive arrangements to ensure the safety of pupils. Staff and governors understand their responsibilities in keeping pupils safe and they carry out their safeguarding roles effectively. The school monitors the attendance of pupils robustly. Leaders promote the benefits of good attendance well and work effectively with outside professionals when coordinating support.

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. The school is currently facing financial challenges and governors are working closely with the local authority to address this.

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)

The report was produced in accordance with Section 28 of the Education Act 2005.

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