

Report following monitoring

Level of follow-up: Estyn review

**Guilsfield C.P. School
Guilsfield
Welshpool
Powys
SY21 9ND**

Date of visit: March 2026

by

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

Outcome of visit

Guilsfield C.P. School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

Progress since the last inspection

R1 Strengthen arrangements to monitor pupils' use of shared community spaces

The local authority has delivered training for leaders on how to write clear and effective risk assessments. They have used this knowledge successfully to develop approaches to the use of both the community field and the community centre that are thorough and well considered. Arrangements to supervise pupils when they use the field are rigorous and encompass a wide range of potential scenarios, including lockdown procedures and ensuring checking the site for potential hazards. Staff understand the guidance and the importance of implementing it consistently to support the safe use of these shared facilities.

R2 Ensure that all leaders, including the governing body, robustly monitor and evaluate learning and teaching to secure improvement

Through a wide range of self-evaluation activities, such as lesson observations, learning walks and scrutiny of pupils' work, leaders have a secure understanding of the school's strengths and areas for development. They identify clearly and honestly what works well and what requires further improvement. Leaders work well with staff and governors to devise and implement beneficial action plans. They monitor the effectiveness of new policies and initiatives carefully, focussing sharply on their impact on the progress pupils make with their learning. This rigorous approach to school development has helped to ensure improvements in the quality of teaching and the relevance of the curriculum to pupils. For instance, the school's work on developing an authentic and relevant curriculum has led to more engaging and interesting learning experiences for pupils that supports them to make effective progress in developing a wide range of skills, knowledge and understanding.

Governors are supportive and constructive critical friends of the school. They are now more directly involved in self-evaluation activities and have broadened the range of evidence they consider. This includes the regular first-hand gathering of evidence through

learning walks and talking to pupils and staff. Governors have a secure understanding of the school's strengths and areas for improvement. They use this information effectively to hold senior leaders to account and to inform their decisions.

R3 Address the inconsistencies in the quality of teaching across the school with a particular focus on ensuring that all pupils are challenged effectively

There is a positive learning culture throughout the school. Teachers and support staff engage with pupils and each other respectfully and communicate clearly. This helps to ensure that everybody feels valued and knows what is expected of them. These strong relationships, aligned with an increasingly meaningful curriculum, help to establish positive attitudes to learning and high levels of engagement throughout the school.

Overall, teachers have high expectations for pupils' learning. This is particularly evident in their approach to the development of pupils' oracy skills, in both English and Welsh. Teachers model spoken language well and provide pupils with beneficial opportunities to foster and use a strong range of vocabulary across both languages.

In the younger classes, teachers provide regular opportunities for pupils to make decisions about which activity they want to complete, though there are limited opportunities for them to decide how to carry out or present their learning. As pupils move through the school, well-considered teaching approaches and teachers' high expectations help pupils to gain greater independence. Older pupils make informed decisions about what resources to use to help them with their learning. When writing, they choose how to present their work, taking good account of their intended audience.

In the older classes in particular, teachers provide pupils with valuable and timely feedback. They ask pertinent questions and give helpful prompts and reminders. Pupils appreciate this feedback and use it constructively to move their learning forward. The use of success criteria helps pupils to gauge the progress they are making and their next steps. Most learning activities across the school provide an appropriate level of challenge, though in a few instances, activities in the younger classes lack purpose and limit pupils' immediate progress.

R4 Develop the school curriculum to include relevant and authentic learning experiences that meet the needs of learners

The school is developing an interesting and engaging curriculum that links purposefully with the features and history of the local area. Accessible, authentic and relevant learning experiences encourage most pupils to develop positive attitudes towards their learning. They relate what they learn to their own life experiences, giving them a strong sense of

ownership and involvement. Most pupils demonstrate curiosity, focus and keen interest when carrying out their tasks.

The curriculum helps pupils to develop a broad range of skills. Younger pupils use their artistic, digital and early mapping skills to enhance and exemplify their learning about the local area. Older pupils develop strong writing skills and show creativity in how they present their work. Across the school, many pupils demonstrate strong oracy skills. They talk enthusiastically about their work and use an increasingly complex and specific range of vocabulary accurately.

The curriculum provides many purposeful opportunities for pupils to develop and use their Welsh language skills. Younger pupils ask visitors simple questions and use appropriate greetings confidently. They are beginning to extend their own answers to questions and happily use a combination of both Welsh and English when they are unsure of specific vocabulary. This positive approach to Welsh continues into the oldest classes, where teachers are strong and confident language role models and many pupils use Welsh with conviction in many areas of their work.

Staff enrich the curriculum well, giving pupils a valuable range of opportunities to learn through fun and engaging first-hand experiences. Outdoor learning in the woodland area helps pupils to develop useful life skills and visits from local community partners provide a beneficial insight into the world of work. Residential visits and competitive sporting events help to develop older pupils' physical skills, as well as teamwork, resilience and problem-solving skills.

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