

Report summary for parents and carers on Blaengwawr Primary School

Date of inspection: 09/02/2026

Summary

Blaengwawr Primary is a happy, inclusive school, where staff treat pupils with high levels of care and respect. Pupils engage positively with adults and their friends and show support and understanding towards each other. These strong relationships ensure that most pupils feel safe and behave well.

The headteacher provides effective leadership. A robust approach to self-evaluation and school improvement has secured purposeful changes that have had a positive impact on teaching and learning.

Teaching is purposeful and engaging. Teachers have high expectations, work effectively with teaching assistants and use questioning skilfully to develop pupils' thinking. This ensures that most pupils, including those adversely affected by poverty and those with additional learning needs (ALN), make suitable progress. However, feedback does not consistently identify clear next steps to enable pupils to refine and improve their work.

The curriculum is broad and well-designed. It offers stimulating learning experiences that support pupils to develop a wide range of skills in authentic contexts. Pupil involvement in shaping the curriculum is at an early stage and pupils have limited influence over what and how they learn.

Most pupils develop their literacy skills well and make good progress in reading. By Year 6, many demonstrate a love of reading and discuss their favourite authors confidently. Most pupils also develop secure mathematical skills through an effective approach that enables them to explore concepts practically before moving to more abstract understanding. Opportunities to develop pupils' mathematical reasoning and problem-solving skills are limited.

Teachers ensure that pupils understand how to use technology safely. They provide suitable opportunities for pupils to use a few digital tools. Overall, however, pupils do not develop a broad enough range of digital skills or apply them regularly across the curriculum.

Governors draw effectively on their varied experience and skills to support and challenge leaders. They scrutinise important aspects of the school's work, including pupil attendance. Although overall attendance is improving, rates of persistent absence remain a concern.

Recommendations and next steps

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

- R1 Provide opportunities for pupils to influence their learning and respond to feedback to improve their work.
- R2 Improve provision to develop pupils' digital and mathematical reasoning and problem-solving skills.
- R3 Reduce the number of pupils who are persistently absent.

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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