

Report summary for parents and carers on Llantilio Pertholey C.V. Primary School

Date of inspection: 23/02/2026

Summary

The school's leaders provide clear and purposeful leadership, working effectively with staff, governors and pupils to foster a warm and inclusive ethos. Positive, trusting relationships contribute to a supportive atmosphere where pupils behave well and show kindness in line with the school motto, 'Be Kind, be the best you can be'. Strong transition arrangements ensure that pupils settle quickly on entry and leave Year 6 with confidence.

There is a well-understood strategic direction, supported by professional learning that enables staff to drive improvements. This has strengthened pupils' progress and well-being, particularly for those experiencing poverty and those with additional learning needs (ALN). Staff collaborate to deliver a creative curriculum offering demanding, authentic experiences that respond to pupils' ideas and promote diversity, contributing well to their spiritual, moral, social and cultural development. Most pupils are confident and respectful. They show empathy and awareness of their community and wider world.

Teachers maintain high expectations through engaging learning that promotes independence and collaboration, leading to strong progress for most pupils. However, outdoor provision does not yet provide sustained opportunities to deepen problem solving, literacy or numeracy skills.

Teachers use effective questioning and feedback to deepen pupils' understanding, enabling pupils to recognise their strengths and next steps. Pupils' reading and writing skills are developing well, although provision for the development of pupils' Welsh skills is not consistently effective and as such their progress here is slower. Teachers plan skilfully to secure pupils' mathematical skills, resulting in most older pupils applying their skills confidently and accurately across the curriculum. Pupils benefit from well-planned digital experiences that promote high-quality, independent learning.

ALN support is effective, with early identification and beneficial provision enabling strong progress for most identified pupils. Attendance systems are robust and are well-supported by flexible, family-focused approaches.

Leaders use a broad range of evidence to monitor the school's effectiveness, giving them a generally clear view of strengths and areas for development. However, the school's self-evaluation processes do not place sufficient emphasis on evaluating pupils' progress, limiting leaders' ability to drive further improvements in learning.

Governors have a thorough understanding of the school's priorities and provide informed support and challenge. Pupil voice is a growing strength, providing meaningful opportunities for pupils to influence school life.

Recommendations and next steps

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

- R1 Improve outdoor learning so that pupils have better opportunities to apply their literacy, numeracy and problem-solving skills independently
- R2 Refine self-evaluation processes to focus more sharply on the impact of teaching on pupils' learning and progress

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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