

**A report on**

**Buttington Trewern C.P. School**

**Buttington  
Welshpool  
Powys  
Welshpool  
SY21 8TB**

**Date of inspection: February 2025**

**by**

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

## About Buttington Trewern C.P. School

Name of provider	Buttington Trewern 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	140
Pupils of statutory school age	124
Number in nursery classes	0
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%)	10.4%
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%)	3%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	3%
Date of headteacher appointment	01/09/2022

A report on Buttington Trewern C.P. School  
February 2025

Date of previous Estyn inspection (if applicable)	05/07/2017
Start date of inspection	17/02/2025

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

Buttington Trewern Primary School fosters a supportive and inclusive environment with pupil well-being at its heart. Staff build strong working relationships with pupils and their families and encourage positive attitudes to learning and behaviour. The curriculum is carefully structured to develop pupils' knowledge, skills, and understanding systematically. This enables most pupils, including those with additional learning needs (ALN) and those living in poverty, to make good progress. By the time they leave school, most pupils are articulate, confident, and capable. They apply their literacy, numeracy, and digital skills well in different contexts and work well on their own or in collaboration with others.

Teachers often listen to pupils' suggestions about what and how they learn, and plan engaging and purposeful tasks for pupils related to their chosen topics. They use questioning effectively to extend pupils' thinking and use feedback to develop their skills further. However, teachers do not always plan activities that are challenging enough and enable pupils to achieve as well as they might.

The headteacher evaluates the work of the school well and has a good awareness of strengths and areas for development. Middle leaders work together successfully to evaluate their areas of responsibility. However, not all senior leaders have a deep enough understanding of their roles and responsibilities. The school has strong partnership with families, values their input and offers regular enrichment activities to help them support their children at home. Governors are highly engaged and provide critical support and challenge to the headteacher. They visit the school regularly to observe sessions and talk to pupils and staff. They manage the school's resources sensibly and ensure that there is a strong culture of safeguarding.

## Recommendations

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

- R1. Clarify the roles and responsibilities of senior leaders and strengthen leadership capacity to ensure that senior leaders operate more strategically
- R2. Provide learning activities that offer an appropriate level of challenge so that all pupils can achieve well

## What happens next

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

## Main evaluation

Buttington Trewern Primary School is a friendly, welcoming school where staff place pupils' well-being at the heart of everything they do. Staff know the pupils and their families well and work hard to provide an inclusive environment focused on developing pupils as happy, resilient learners. Pupils feel valued and appreciated and this encourages them to develop positive attitudes to learning and behaviour. Staff encourage pupils to take advantage of the opportunities and experiences available to them and to play a part in the school's decisions.

The school's curriculum builds on prior knowledge, skills and understanding systematically. As a result, most pupils make good progress across all areas of the curriculum. By the time they leave school, nearly all pupils are articulate and speak confidently in a range of situations. The oldest pupils ask thoughtful questions using mature vocabulary and contribute eloquently to class discussions. Nearly all display enthusiasm and good concentration when completing extended writing tasks and older pupils use a variety of strategies to ensure that their writing is interesting and easy to read. The school provides a good range of opportunities to develop pupils' reading skills and fosters a love of reading. The school's structured approach to teaching mathematics means that pupils apply their numeracy skills across the curriculum effectively. Pupils develop a positive, enthusiastic attitude towards the Welsh language and culture. Teachers ensure that pupils build on their Welsh language skills progressively as they move through the school.

Pupils' digital skills develop well across the school, and they use these skills effectively to support their learning across all areas of the curriculum. Nearly all pupils understand how to keep themselves safe online. There is worthwhile provision to support pupils to develop their physical and creative skills successfully. Teachers plan valuable opportunities for pupils to evaluate the creative work of others, such as artists, musicians and designers. This helps pupils to appreciate the work of others, to develop their own skills successfully and to reflect upon and improve the quality of their own work

Nearly all teachers provide effective opportunities for pupils to contribute to the direction of their learning and to make choices about how and what they learn. For example, the oldest pupils carry out a variety of individual and collaborative self-directed research

activities, select how to present their findings, and often share these with other members of their class. Teachers make good use of external organisations, relevant visitors and a range of trips to extend pupils' learning experiences further. During learning activities, teachers use questioning and encouragement to deepen pupils' learning purposefully, helping them to recall previous knowledge and make useful connections across the curriculum. Staff provide useful feedback to move learning forward and this means that nearly all of the oldest pupils understand what to do next and how to improve their work. Most sessions move learning along at an appropriate pace with engaging activities that involve pupils purposefully. However, activities do not always challenge pupils well enough for them to achieve as well as they might.

Staff support pupils' spiritual and moral awareness successfully. Themes such as loyalty, empathy and kindness encourage pupils to consider the views and values of others purposefully. As a result, pupils have a good understanding of themselves and of individuals who may be different from them. The school provides a range of opportunities for pupils to undertake leadership responsibilities through the School Government. Members take their responsibilities seriously and readily share their ideas. For example, the Eco committee organised a school Wheelathon to encourage others to cycle or scoot to school with the overall aim of improving air quality.

There is strong support for pupils with additional learning needs (ALN), which is co-ordinated by a highly skilled member of the support staff. There is effective guidance for parents, who are well informed of the progress that their child is making and how best to help them at home. Most pupils with ALN make good progress as a result of the tailored support that they receive. There are purposeful and effective links with agencies that provide valuable specialist guidance for families and support pupils' emotional, health and learning needs.

The headteacher and governors provide a purposeful direction for the school, which focuses effectively on developing an inclusive culture and ethos. The school's self-evaluation processes are sound and the headteacher has created a positive culture of continuous improvement and reflection throughout the school. For example, the school's arrangements to develop pupils' reading skills are effective. As a result, most use their reading skills confidently to access work across the curriculum and many older pupils enjoy reading for pleasure.

Staff work closely with local schools to develop the curriculum, and this has been beneficial in building the leadership skills of middle leaders, who lead their areas of responsibility well. For example, they collaborate to ensure that they have a shared understanding of their roles in bringing about required changes and keeping progress under review. However, not all senior leaders have a clear enough understanding of their

roles and responsibilities, and this means that they do not always contribute meaningfully to the strategic direction and work of the school.

The headteacher creates an appropriate professional learning culture for staff. This ensures that opportunities for professional learning link purposefully to whole-school priorities and focus on the needs of individuals to support and improve the work of staff. However, processes to deal with the underperformance of a very few staff are not always effective.

The school's partnership with families is strong. Leaders value parents' views and often act on their feedback. The school offers regular enrichment activities for families, which helps them support their child at home. As a result, parents feel valued and involved with their children's achievements and successes.

Governors are committed to the school and fulfil the role of critical friend purposefully. They have a strong understanding of the school's context, its strengths and important areas for development, such as improving pupils' mathematical skills. They play an active role in the life of the school, using their experience and expertise to support leaders and staff to improve provision for pupils. During a period of uncertainty for the school, governors have worked hard to prioritise the well-being of pupils and staff.

### **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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

**This document has been translated by Trosol (English to Welsh).**