

Report following monitoring

Level of follow-up: Significant improvement

Leighton C.P. School

**Leighton
Welshpool
Powys
SY21 8HH**

Date of visit: July 2025

by

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

Outcome of visit

Leighton 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 the list of schools requiring significant improvement.

Progress since the last inspection

R1.Address the safeguarding concerns identified during the inspection

Following the core inspection, the school has taken effective action to address safeguarding concerns. Leaders, supported by the local authority, have improved site security and clarified visitor procedures. The school is now a secure environment, with appropriate fencing and locking systems in place. Regular fire and lockdown drills are carried out, with leaders recording outcomes and implementing necessary improvements. Governors are appropriately involved in monitoring these aspects to ensure the school remains a safe environment for pupils.

The acting headteacher and governors have prioritised establishing a strong safeguarding culture. They have addressed the shortcomings identified during the core inspection and introduced clear procedures for recording and responding to concerns. Staff understand these processes and apply them suitably. Safeguarding records are maintained securely, and staff have completed relevant safeguarding training. Leaders work well with external agencies, including the local authority and police school liaison officers, to respond to safeguarding issues and support pupils effectively. Procedures for school trips, medical needs and incident reporting are clear and implemented appropriately.

Leaders have strengthened systems for monitoring and promoting attendance. They work closely with local authority officers to identify pupils at risk of poor attendance and provide tailored support. The rates of attendance for pupils eligible for free school meals have improved and now match those of other pupils at the school. However, a small number of pupils remain persistently absent despite focused efforts to engage families and provide appropriate intervention.

R2.Improve leadership and self-evaluation in order to identify and address areas for improvement more accurately and promptly

Since the core inspection, leaders have strengthened the school's improvement culture and developed more purposeful approaches to self-evaluation. The acting headteacher

has fostered greater collaboration amongst staff, encouraging a shared responsibility for improvement.

Leaders have prioritised improvements in mathematics and foundation learning. This has led to greater consistency in planning for the application of numeracy skills across the curriculum and more effective use of learning environments. Staff provide pupils with increasing opportunities to apply numeracy in meaningful contexts, and teaching assistants have developed their skills and confidence well, particularly in supporting pupils' mathematical and digital skills. Leaders ensure that staff benefit from a range of professional learning opportunities. These include valuable collaboration with local schools and more targeted support from school improvement advisers.

Leaders now use a suitable range of monitoring activities, such as book scrutiny, lesson observations and listening to learners, which are beginning to help them build a more accurate understanding of the impact of the school's work. However, in a few instances, leaders do not focus self-evaluation and improvement activities sharply enough on improving specific aspects of teaching or on deepening staff's understanding of how their approaches impact pupils' learning. For example, staff do not yet use assessment and feedback strategies effectively enough to ensure that all pupils are appropriately challenged or have meaningful opportunities to improve the quality of their work. As a result, while the quality of teaching across the school has improved overall, it remains too variable. In a few key areas, particularly writing, older pupils do not make the progress of which they are capable.

Governors now play a more active and informed role in the life of the school. They engage directly with staff and pupils, participate in monitoring activities and receive regular updates about progress towards priorities. As a result, governors have a stronger understanding of the school's work and provide increasingly effective challenge and support to leaders.

R3.Improve the pace and challenge of teaching

Leaders have high expectations for the quality of teaching and learning. Staff engage readily in targeted professional learning and useful support from school improvement advisors to make suitable improvements in the quality of their teaching.

As a result of this collaborative professional learning, teachers are beginning to improve aspects of their teaching, such as using hands-on resources more effectively to support pupils' understanding of mathematical concepts. Leaders and staff have improved the learning environment for younger pupils, who now benefit from focused opportunities to practise and apply their skills through play and more purposeful learning activities outside the classroom.

Across the school, teachers are beginning to provide more challenging tasks for pupils. However, leaders' work to develop a shared understanding of consistently high-quality teaching among all staff remains at an early stage.

Overall, the school's approach to the curriculum is developing suitably, and there are emerging strengths in numeracy and digital competence. Teachers provide pupils with a broader and more engaging range of meaningful contexts for learning. This is helping to ensure that, in general, pupils are well engaged in their learning. They enjoy their tasks and many talk enthusiastically about their work.

Teachers provide pupils with regular feedback. However, this feedback does not always support pupils to deepen their understanding or provide opportunities for them to move their learning forward. Teachers are beginning to make more effective use of questioning to challenge pupils' thinking during lessons, but strategies to assess pupils' progress in learning and to adapt teaching approaches to meet their needs are more limited in their impact.

The school is beginning to reduce its reliance on worksheets that over-structure pupils' learning. This is helping pupils to develop greater independence in organising and setting out their work, particularly in mathematics. As a result, a majority of pupils are beginning to take more pride in their work, presenting it neatly and with care.

R4.Improve pupils' progress within and across year groups, particularly their digital and numeracy skills across the curriculum

The school has taken purposeful steps to improve pupils' overall progress within and across year groups. Work to strengthen pupils' digital skills and their capacity to apply their numeracy skills in their work across the curriculum has had a positive impact and is developing well.

Leaders have established a clear and aspirational vision for digital provision, which is beginning to have a positive impact on most pupils. The school is well-resourced, allowing pupils across all age groups regular and beneficial access to a range of digital devices. Pupils demonstrate strong attitudes towards digital learning. They engage confidently with various platforms and software and speak enthusiastically about their digital work. Many younger pupils access and retrieve saved work independently and present data successfully in digital formats such as charts and graphs. By Year 6, most pupils are proficient in applying their digital skills to enhance learning across the curriculum. Effective partnerships with external organisations enrich the school's digital work, offering pupils valuable opportunities to develop their coding, problem-solving, and collaboration skills.

The teaching of mathematics provides suitable opportunities for pupils to build a secure understanding of number and apply their skills across a range of mathematical contexts. Younger pupils use number knowledge effectively in areas such as measure and data handling. By Year 6, many pupils apply efficient written methods confidently and use reasoning appropriately to solve problems. Across the school, teachers are beginning to extend the range of relevant and meaningful opportunities for pupil to apply their numeracy skills. Pupils are beginning to respond well to these opportunities and work with growing confidence. Activities such as regular 'guess my job' assemblies help raise the profile of numeracy and reinforce its relevance in the world of work.

Overall, pupils' progress in developing their writing skills remains inconsistent, particularly among older pupils. Where teachers plan creatively and set high expectations, pupils make suitable progress. However, in too many cases, writing tasks are not purposeful or sufficiently engaging, and teachers' expectations for the quality and depth of pupils' work are too low. In addition, pupils have limited opportunities to redraft or improve their writing, which means they do not always achieve the progress they are capable of.

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