

Report summary for parents and carers on Litchard Primary School

Date of inspection: June 2025

Summary

Litchard Primary School is a happy, inclusive and nurturing environment where pupils feel safe, valued and eager to learn. Staff build strong, respectful relationships with pupils and work well together to promote a calm and purposeful learning environment. Pupils enjoy school and show enthusiasm and positive attitudes to learning across a wide range of experiences.

The headteacher provides determined leadership and promotes a shared vision that effectively supports improvement. Leaders place partnership working at the heart of the school's approach and work successfully with parents, governors, other schools and external partners to enhance pupils' learning and well-being.

Leaders have established a highly effective system to assess and track pupils' progress and well-being. Staff use this information well to identify needs quickly and check the impact of support, which helps reduce barriers to learning.

Teachers plan engaging learning experiences for pupils. They make effective use of local links to plan a curriculum that reflects the diverse needs of the community that the school serves. In most lessons, they question effectively, maintain a steady pace and support pupils to make good progress. In a minority of lessons, activities are not always well matched to pupils' individual needs, and opportunities to develop independent learning skills are limited.

Most pupils including those in the Learning Resource Class (LRC) make good progress in literacy and numeracy. They communicate clearly and use subject vocabulary accurately. Staff promote a strong reading culture and help pupils develop effective strategies so nearly all pupils read fluently and understand a range of texts. Most pupils write effectively for different purposes and by Year 6, many produce sustained high quality work. Most pupils apply their mathematical skills accurately to solve problems. Over time, many pupils use digital tools appropriately to support their learning. However, they do not practise a broad enough range of digital skills or apply them regularly to deepen their understanding. Most pupils learn to swim competently by the time they leave school, using the school's own pool. Teachers model Welsh regularly, and this ensures that pupils make steady progress in developing their language skills.

Leaders promote good attendance through clear expectations and supportive actions. As a result, attendance has improved over time, including for pupils eligible for free school meals.

Recommendations and next steps

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

R1 Refine teaching to provide appropriate challenge and support for all learners and to develop pupils' independent learning skills

R2 Ensure that pupils develop and apply a broader range of digital skills

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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Publication date: 02/09/2025