

A report on

Carreghofa C.P. School

**Llanymynech
Powys
SY22 6PA**

Date of inspection: September 2025

by

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

About Carreghofa C.P. School

Name of provider	Carreghofa C.P. School
Local authority	Powys County Council
Language of the provider	English
School category according to Welsh-medium provision	English- medium
Type of school	Primary
Religious character	
Number of pupils on roll	99
Pupils of statutory school age	85
Number in nursery classes	
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%)	6.7%
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%)	5.9%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/04/2013

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Date of previous Estyn inspection (if applicable)	22/03/2019
Start date of inspection	30/09/2025

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

- a. The term ‘additional learning needs’ is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Carreghofa Primary is a welcoming and caring school where the well-being of its pupils has the highest priority. Nearly all pupils feel safe, secure, and confident that their views are listened to and acted upon. There are positive relationships between staff and parents, which contribute valuably to the family ethos of the school.

The school offers pupils a wide range of experiences to stimulate their interest and to enrich learning. Nearly all pupils enjoy coming to school and engage very well in their lessons. Over time, most develop positive attitudes to learning and take suitable ownership for aspects of their learning, such as when making suggestions about how and what to learn. Teachers devise interesting and engaging lessons, which stimulates pupils' interests well. Teaching ensures that many pupils, including those affected by poverty or those with additional learning needs (ALN), make good progress. However, teachers tend to provide too much direction in lessons, and this limits pupils' development as independent learners.

The school provides worthwhile opportunities for pupils to develop their speaking, listening and reading skills and as a result, many pupils make good progress. Arrangements to support older pupils to develop their writing skills are not strong enough and this affects their rate of progress.

The teaching of mathematics is effective, and pupils make good progress over time. There are suitable opportunities for pupils to develop their numeracy skills meaningfully. Most staff provide good Welsh language role models, and the language is used and heard frequently in the life of the school. This means that most pupils make good progress in learning Welsh. Most pupils develop strong digital skills and have a good understanding of how to keep themselves safe online.

Leaders have the capacity to implement improvement successfully but, monitoring work does not focus sharply enough on evaluating the effectiveness of teaching. Governors support the school well and provide appropriate levels of accountability.

Recommendations

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

- R1. Improve self-evaluation processes
- R2. Ensure that teaching provides all pupils with sufficient challenge
- R3. Improve pupils' writing skills

What happens next

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

Main evaluation

Carreghofa Primary is a warm, nurturing and caring school. The headteacher and staff build strong, respectful relationships with pupils, parents and one another and this contributes very well to the school's family ethos. Staff know pupils and families well. The school's support for pupils' well-being is highly effective. Nearly all pupils enjoy school. They feel safe and secure and behave well in lessons and around the school. Nearly all pupils participate well in their lessons and work productively both on their own and with others. Overall, many pupils, including those affected by poverty and those with additional learning needs (ALN), make good progress in their learning.

The curriculum offers a broad range of interesting and stimulating learning experiences that engage pupils very well. Pupils have beneficial opportunities to decide what and how they learn, and this gives them a strong sense of ownership in their learning. The school provides a wide range of learning and enrichment experiences, such as visits and visitors to school, as well as regular dance, drama, sewing and cookery sessions. These develop pupils' holistic development very well. The curriculum effectively supports pupils' spiritual, moral, social and cultural development.

Teachers create calm, well-organised and attractive areas for learning. They have suitable expectations of what pupils can achieve in most aspects of their learning. Pupils with ALN are well-supported by teachers and support staff to meet their learning and well-being needs. Most teachers use clear instructions and explanations. They use questioning well to sustain the focus of pupils and extend learning. and consider pupils' interests well when devising learning experiences. However, many learning experiences are overly teacher-directed, and this limits opportunities for pupils to learn independently and to challenge themselves fully. There are regular opportunities for pupils to review their learning and to set new goals with the support of their teachers. Most pupils are clear about what they need to do to be successful in achieving their goals and they contribute well to developing a sense of purpose in learning. However, teachers do not review these goals carefully enough to make sure that they provide sufficient challenge for all pupils, especially in writing.

There are worthwhile opportunities for pupils to develop their oracy skills. These contribute well to the strong progress that most pupils make. For instance, there are weekly 'Speak and Share' sessions, where pupils develop valuable speaking and listening skills, such as debating. On entry to school, many pupils communicate simply with each other and with known adults. They listen well to stories and rhymes and join in when appropriate. The oldest pupils listen to understand and communicate clearly and

articulately for a range of purposes, such as when they take part in school committee meetings.

Teachers foster a positive culture of reading. They read to pupils regularly and there are good quality texts and inviting areas for reading in each classroom. When they start school, nearly all pupils quickly develop a love of books. As they progress, many pupils read a wider range of texts with growing fluency, using their knowledge of letter sounds to support them. Older pupils read more challenging texts with a good degree of accuracy and expression.

Overall, many pupils make appropriate progress in developing their writing skills. On entry to school, pupils are taught to form letters correctly and connect letters with sounds. Many pupils acquire new skills quickly and make good progress over a short period of time. However, older pupils make slower progress in writing. They have extensive opportunities to develop their word-processing skills but too few opportunities to develop their writing skills. In addition, teachers do not provide enough detailed feedback on pupils' extended writing pieces for them to make improvements in their work and to accelerate their progress.

During their time in school, most pupils make good progress in developing their Welsh language skills. Teachers and support staff serve as effective language role models and Welsh is used frequently in the daily life of the school. Younger pupils respond well to Welsh commands and instructions, and they greet visitors in Welsh. Older pupils use a wide range of sentence structures and vocabulary. They use past and present tense well, for example, when describing the weather or talking about themselves and their families.

Pupils benefit from effective teaching in mathematics and lessons that match their learning needs well. Many pupils work very well with number. Pupils have suitable opportunities to apply and develop their numeracy skills in meaningful situations, such as when calculating profit, loss and income generated by the school Fruit Enterprise. Most pupils develop strong digital skills and have a very good understanding of how to keep themselves safe online.

Pupils benefit from wide opportunities to develop their creative and physical skills. Reception pupils use their imaginations to create settings for their stories, and the oldest pupils appraise the work of Welsh artists and successfully apply their techniques to their own work. For example, they use subdued colour to create images based on the work of Welsh artist, Kyffin Williams. Teachers provide valuable opportunities for pupils to develop their physical skills. Daily 'Amser Symud' sessions support pupils to develop healthy lifestyles and to understand the benefits of exercise.

School leaders generally provide appropriate strategic direction to the school's work. Where they focus their efforts, they bring about improvement successfully, for example to support pupils' progress in learning to speak Welsh. Leaders do not always have sufficient leadership time to quality assure the effectiveness of teaching across the school. When they do monitor the school's work, they do not focus sharply enough on identifying opportunities to further improve aspects of teaching, such as the quality and effectiveness of feedback. Arrangements to increase the depth of leadership capacity at the school are at an early stage of development. Governors are very supportive of the school and undertake their statutory duties appropriately.

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)

The report was produced in accordance with Section 28 of the Education Act 2005.

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