

**A report on**

**Newbridge-on-Wye CIW School**

**Newbridge on Wye  
Llandrindod Wells  
Powys  
LD1 6LD**

**Date of inspection: February 2026**

**by**

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

## About Newbridge-on-Wye CIW School

Name of provider	Newbridge-on-Wye CIW 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	Church in Wales
Number of pupils on roll	104
Pupils of statutory school age	91
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 21.7%)	7.8%
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 9.2%)	16.5%
Percentage of pupils who speak Welsh at home	2.9%
Percentage of pupils with English as an additional language	5.5%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2024
Date of previous Estyn inspection (if applicable)	01/06/2018
Start date of inspection	02/02/2026

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

Newbridge-on-Wye Church in Wales School is welcoming and inclusive, with a strong sense of community and where the well-being of pupils is a priority. Pupils are kind and caring towards each other and they enjoy coming to school. Nearly all pupils attend school regularly. They feel safe, valued and supported. Many pupils, including those with additional learning needs (ALN), make good progress. The relationship between pupils, staff and parents is exceptionally strong and has a beneficial impact on pupils' learning and well-being.

The school has designed a curriculum that sparks the curiosity of pupils and develops a strong sense of Cynefin. Teachers provide a wide range of purposeful activities that engage the interests of nearly all pupils. Good use is made of the surrounding area to enhance learning, for instance when pupils visit a local museum to learn about how the area has changed over time. Teachers plan effectively to develop pupils' digital, physical, and thinking skills. However, at times, pupils do not have enough beneficial opportunities to develop their independent skills.

Most pupils make strong progress in developing their mathematical understanding and apply their numeracy skills well across the curriculum. Pupils develop their literacy skills successfully. They make strong progress in reading, and most write confidently for a range of purposes. Opportunities for pupils to work with artists and musicians ensure that pupils develop their creative and expressive arts skills well. However, the majority of pupils do not make enough progress in developing their Welsh language skills.

Provision for ALN is a strength of the school. Staff provide high levels of care and support, and when appropriate, provide additional tailored support that meets pupils needs effectively.

Leaders know the strengths and areas for development well and prioritise the most important areas for improvement. Governors support and challenge the school successfully.

## **Recommendations**

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

- R1      Ensure all pupils have worthwhile opportunities to become independent learners.
- R2      Improve pupils' Welsh language skills

## **What happens next**

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

## Main evaluation

Newbridge-on-Wye Church in Wales School is a caring and inclusive learning community, where pupils settle quickly and feel a strong sense of belonging. The headteacher has developed a collaborative ethos across the school community, where staff, pupils and parents feel valued. The nurturing and supporting atmosphere of the school contributes significantly to pupils' well-being. Nearly all pupils enjoy coming to school, have positive attitudes to learning and behave well.

The school's exciting curriculum develops pupils' curiosity and innovation successfully. Teachers plan and deliver worthwhile experiences that enable most pupils to develop a secure understanding of the heritage, and diversity of Wales and the wider world. This fosters their sense of their own identity and develops their understanding of diversity and equality. Staff make good use of the local area to develop pupils' understanding of their responsibility within the wider community and how to enhance it through activities such as planting trees in the village to establish a community orchard. The curriculum provides a good range of purposeful opportunities to support pupils spiritual, moral, social and cultural development well. Pupils reflect meaningfully on their own values and beliefs. Nearly all pupils show empathy towards each other and respect and celebrate one another's cultures and languages.

The school provides many opportunities for pupils to develop leadership skills successfully as they take on responsibilities in pupil leadership groups. They understand their roles clearly and lead new initiatives with boundless energy. The work they do has a positive impact on school life.

Teachers have high expectations of pupils and use a range of strategies to ensure they reach their potential. In many classes, effective and consistent approaches to teaching have a positive impact on pupils' engagement and learning. Staff provide immediate feedback to pupils during lessons that helps them improve their work. Most teachers use effective questioning, which develops pupils' thinking skills and understanding well. Leaders and teachers are adapting teaching approaches to support pupils to develop as independent learners. In a majority of lessons, teachers provide a stimulating, rich learning environment where all pupils have valuable opportunities to make choices and learn independently. In these lessons, pupils engage well and persevere successfully. In a minority of lessons, pupils do not have sufficient opportunities to develop their independent learning skills.

Many staff make effective use of observations to capture a holistic view of what pupils can do, and what they need to work on to make progress in their learning. They use this

information well to provide high levels of challenge and support for most pupils, and to inform next steps for learning.

Nearly all pupils start school with well-developed oracy skills. Staff plan interesting opportunities to build on these skills to ensure pupils develop and use a wide and varied vocabulary confidently. As they move through the school, most pupils' reading and writing skills progress well. Most read with fluency and accuracy, and many develop advanced reading skills successfully. Overall, a majority of older pupils refine and improve their work to produce high quality, imaginative writing.

Provision to develop pupils' mathematical knowledge and understanding, and their numeracy skills is effective. Most pupils make strong progress and apply these skills across the curriculum in a range of purposeful contexts.

Over time, most pupils' digital skills develop well. Younger pupils record and upload their work, while older pupils apply their skills to design games and programme robots. Nearly all pupils use a range of digital tools effectively to support learning across the curriculum.

There are many opportunities for pupils to participate in outdoor activities and workshops to develop their physical, creative and expressive arts skills. Pupils work with professional musicians and artists on community-based projects. Regular visits to the forest school area and extra-curricular activities contribute effectively to the development of pupils' physical skills and well-being. Teachers plan interesting enterprise projects to raise funds for the school and invite visitors from a range of local businesses to talk to pupils so they understand the skills required for different occupations.

Staff make good use of morning routines and structured sessions to teach Welsh language patterns and songs. Many younger pupils use simple phrases confidently to greet visitors and describe the weather. However, a majority of pupils have limited opportunities to speak Welsh, and do not make enough progress in developing their Welsh language skills.

Provision for pupils with additional learning needs (ALN) is a strength of the school. Teachers and support staff respond well to the wide range of pupils' needs and support them to make good progress in relation to their individual learning and developmental targets. Staff work effectively with families and a range of agencies to access advice and support to ensure provision for pupils with ALN meets their needs well. As a result, pupils with ALN make good progress and demonstrate high levels of well-being.

Leaders have a good understanding of the school's strengths and plan appropriately to prioritise areas in need of improvement. Professional learning has a high priority in the school, and staff value the opportunities they have to develop their practice and contribute to school improvement. The school shares staff expertise well within the

school, and staff benefit from worthwhile opportunities to collaborate with colleagues in cluster schools.

Leaders ensure that a strong culture of safeguarding is embedded across the school. Robust systems and processes ensure that pupils and staff feel safe in school and know who to talk to if they have a concern. Nearly all pupils have a good understanding of how to stay safe online. The school works purposefully with external partners to maintain high rates of attendance and reduce persistent absences. Thoughtfully planned arrangements ensure pupils settle quickly into reception and make a successful transition into secondary education.

The governing body is well-informed about the work of the school through participation in joint monitoring activities with the headteacher and staff. Leaders and governors manage financial resources carefully and make sensible decisions when allocating grant funding to ensure support is targeted appropriately on pupils.

Estyn does not inspect denominational religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for denominational religious education to be inspected separately.

### **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/carer 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.

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