

A report on

Llantilio Pertholey C.V. Primary School

**Hillgrove Avenue
Mardy Abergavenny
Monmouthshire
NP7 6LZ**

Date of inspection: February 2026

by

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

About Llantilio Pertholey C.V. Primary School

Name of provider	Llantilio Pertholey C.V. Primary School
Local authority	Monmouthshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	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 and collective worship to be inspected separately.
Number of pupils on roll	203
Pupils of statutory school age	173
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 21.7%)	15.6%
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%)	5.8%
Percentage of pupils who speak Welsh at home	3.5%

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Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	Yes
Date of headteacher appointment	01/09/2025
Date of previous Estyn inspection (if applicable)	
Start date of inspection	24/02/2026

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

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

Summary

The school's leaders provide clear and purposeful leadership, working effectively with staff, governors and pupils to foster a warm and inclusive ethos. Positive, trusting relationships contribute to a supportive atmosphere where pupils behave well and show kindness in line with the school motto, 'Be Kind, be the best you can be'. Strong transition arrangements ensure that pupils settle quickly on entry and leave Year 6 with confidence.

There is a well-understood strategic direction, supported by professional learning that enables staff to drive improvements. This has strengthened pupils' progress and well-being, particularly for those experiencing poverty and those with additional learning needs (ALN). Staff collaborate to deliver a creative curriculum offering demanding, authentic experiences that respond to pupils' ideas and promote diversity, contributing well to their spiritual, moral, social and cultural development. Most pupils are confident and respectful. They show empathy and awareness of their community and wider world.

Teachers maintain high expectations through engaging learning that promotes independence and collaboration, leading to strong progress for most pupils. However, outdoor provision does not yet provide sustained opportunities to deepen problem solving, literacy or numeracy skills.

Teachers use effective questioning and feedback to deepen pupils' understanding, enabling pupils to recognise their strengths and next steps. Pupils' reading and writing skills are developing well, although provision for the development of pupils' Welsh skills is not consistently effective and as such their progress here is slower. Teachers plan skilfully to secure pupils' mathematical skills, resulting in most older pupils applying their skills confidently and accurately across the curriculum. Pupils benefit from well-planned digital experiences that promote high-quality, independent learning.

ALN support is effective, with early identification and beneficial provision enabling strong progress for most identified pupils. Attendance systems are robust and are well-supported by flexible, family-focused approaches.

Leaders use a broad range of evidence to monitor the school's effectiveness, giving them a generally clear view of strengths and areas for development. However, the school's self-evaluation processes do not place sufficient emphasis on evaluating pupils' progress, limiting leaders' ability to drive further improvements in learning.

Governors have a thorough understanding of the school's priorities and provide informed support and challenge. Pupil voice is a growing strength, providing meaningful opportunities for pupils to influence school life.

Recommendations

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

- R1 Improve outdoor learning so that pupils have better opportunities to apply their literacy, numeracy and problem-solving skills independently
- R2 Refine self-evaluation processes to focus more sharply on the impact of teaching on pupils' learning and progress

What happens next

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

Main evaluation

Leaders provide a clear strategic direction that the school community understands and embraces. This coupled with purposeful and well-aligned professional learning enables staff to implement improvements confidently. There is a positive, inclusive environment that strengthens pupils' progress and well-being, particularly for pupils experiencing poverty or those with additional learning needs (ALN), across the school.

Staff work collaboratively, providing an innovative curriculum with challenging and real-life experiences and that is responsive to pupils' contributions. The curriculum enables pupils to develop their understanding of diversity and strongly supports their spiritual, moral, social and cultural development. Consequently, most pupils are confident, and demonstrate respect, empathy and a secure awareness of diversity in their community, Wales and the wider world.

Teachers communicate high expectations of pupils. They plan and deliver rich and engaging activities for them successfully, including purposeful opportunities to work independently and collaboratively. Pupils' high levels of engagement and enthusiasm, and their positive attitudes to learning are a product of this approach. Teachers provide an appropriate level of challenge for pupils, including those with ALN and other identified barriers to learning, and consequently most make good progress from their individual starting points. Outdoor provision does not offer enough opportunities to support the development of pupils' independent learning and problem-solving skills or for them to apply their literacy and numeracy skills.

Teachers use effective questioning techniques to gain a valuable insight into pupils' understanding. Through consistent and valuable feedback, they target the next steps in pupils' learning accurately. This enables most pupils to understand their own strengths and helps them to move their learning forward.

Teachers provide purposeful opportunities for pupils to talk to each other to support or extend their learning. Most pupils develop strong oracy skills as they progress through the school. The school places a high priority on the development of reading skills. Most of the younger pupils have a sound understanding of a range of letters and corresponding sounds, ensuring a secure phonic awareness. Most of the older pupils read with fluency and expression, using a range of well-established reading skills to help them to understand different texts and access the curriculum successfully.

Teachers plan meaningful opportunities for writing, using a wide range of genres, and most pupils throughout the school acquire the necessary writing skills to support their work successfully across the curriculum. Most younger pupils demonstrate appropriate

letter formation and use their phonological awareness to enable them to write simple words and sentences. Most of the older pupils write at length for various authentic purposes and improve their work skilfully by editing and re-drafting, following effective feedback from staff. Staff provide appropriate opportunities for pupils to practise their Welsh oracy skills in informal situations. Overall, teachers' planning does not ensure clear enough coverage, progression or challenge for all pupils, slowing their progress in Welsh over time.

Teachers plan highly effectively to ensure that pupils' mathematical skills, including those of pupils with additional learning needs and others facing recognised barriers to learning, are securely embedded. This leads to most older pupils developing a strong grasp of number and other key mathematical concepts, and they apply their numeracy skills with increasing confidence to enhance their learning across the curriculum.

Spotlight: Effective use and application of digital skills

Teachers provide a broad range of purposeful and engaging learning opportunities that enable pupils to develop and apply sophisticated digital skills highly effectively to support their work. Pupils benefit from well-planned coding experiences that lead to high quality outcomes and meaningful end products. Across the school, pupils make strong progress and consistently enhance the quality of their work by applying their digital skills across the curriculum. This helps to foster strong levels of confidence and independence in pupils of all ages.

Staff adapt the school environment well, using carefully designed, calming sensory areas and regular targeted intervention groups, to meet the learning and well-being needs of pupils with ALN. Most pupils who access this provision make good progress, with around half no longer needing further intervention over time.

Strong leadership of ALN ensures the early identification of pupils' additional needs through discussions with staff, parents, and external agencies. This leads to the provision of timely support. Teachers and support staff implement a wide range of effective strategies that support and meet pupils' needs well. This early and tailored approach contributes positively towards pupils' progress, confidence, and emotional wellbeing.

Transition is highly effective. Staff from the school work closely with other settings and families to build a strong understanding of the pupils before they start school. Furthermore, nearly all pupils experience successful transition before they leave Year 6. This builds positive relationships and leads to increased levels of confidence.

Leaders, staff, governors and pupils promote an inclusive and welcoming ethos that permeates all aspects of school life. Strong, trusting relationships between staff and pupils

ensure that most pupils behave well and reflect the ethos of the school's 'Be Kind' motto in the way they conduct themselves and interact around the school. The school uses its beneficial partnerships with community organisations to enrich pupils' spiritual awareness and develop their social and physical skills, leading to valuable confidence, engagement and well-being.

The school has robust systems for monitoring attendance, leading to an improving overall rate, including that of pupils who are eligible for free school meals. Staff responsible for attendance take a proactive and flexible approach, working closely with families to remove barriers and engage pupils successfully.

Leaders and governors draw on a wide range of evidence to monitor the school's effectiveness giving them a broadly accurate understanding of strengths and areas for improvement. However, the school's self-evaluation processes do not focus sharply enough on pupils' progress, limiting leaders' ability to refine actions and secure further improvements specific to pupils' learning.

Spotlight: Empowering pupils as leaders

Pupil leadership groups are a notable strength of the school. Through the careful allocation of key roles and responsibilities, pupils experience valuable opportunities to influence school life in a purposeful way. They demonstrate growing confidence, maturity and a strong sense of ownership over their contributions. These experiences also help pupils to develop effective leadership skills, work collaboratively with the school community and play an increasingly active role in making a positive difference to school life.

Leaders establish positive relationships with families, who appreciate the school's welcoming and inclusive ethos and the care shown for pupils' well-being. They communicate regularly with parents, ensuring that they are well-informed about their child's progress and needs.

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)

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

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