

Forden C.I.W. School  
Forden  
Welshpool  
Powys  
SY21 8NE

16/03/2026

Dear leaders and staff

**Interim visit:** March 2026

A team of inspectors visited Forden C.I.W School recently to consider progress in relation to the recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

**Focus of visit**

**Improve the quality of teaching, including formative assessment, to ensure that pupils are challenged consistently**

- Teaching and learning experiences support most younger pupils to develop as confident and independent learners.
- When working outdoors or in the free choice areas, most younger pupils direct their own learning and play successfully. The outdoor learning space provides valuable opportunities for pupils to explore their ideas and develop their independence by overcoming challenges and solving problems as part of their free play.
- During focused tasks, many younger pupils use previously learned strategies well. This includes working with manipulatives to solve challenging mathematical problems.
- Teaching supports and challenges most younger pupils to develop their language, literacy and communication skills well.
- In the class for younger pupils, teachers and teaching assistants use questioning effectively to encourage creative thinking.

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- In the class for older pupils, provision to develop their mathematical skills is generally effective. Teachers match the level of challenge appropriately to pupils' needs and this supports them to make consistent, steady progress.
- In their written and topic work, many older pupils make appropriate overall progress. However, the level of challenge does not always match their needs well enough. Teachers do not always set high enough expectations for the pace of pupils' work or the quantity of work they produce.
- Many pupils are beginning to use success criteria and teachers' feedback appropriately to refine their written work.
- In a few instances, teachers of older pupils provide too much support, and this hinders the development of independent learning skills.

**Strengthen self-evaluation and improvement planning processes to accurately identify and bring about necessary development**

- Leaders identify suitable strategic priorities. They plan actions that, overall, secure the desired improvements. This includes the effective use of professional learning.
- Leaders use a suitable range of self-evaluation activities that are well understood and timetabled appropriately across the school year.
- Generally, leaders' evaluations of teaching identify strengths and areas for development appropriately. They do not always focus precisely enough on evaluating the impact that teaching has on pupils' progress and skills.
- Members of the school council make beneficial contributions to aspects of the self-evaluation process. These include activities such as a pupil well-being survey that led to changes at the school.
- Governors benefit from taking part in a range of suitable self-evaluation activities. This helps them to understand the school's current strengths and areas for development.
- At times, particularly when there are changes to normal staffing arrangements, monitoring procedures are not robust enough to ensure that pupils receive consistently good teaching and learning experiences.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6663016>

Yours sincerely



**Liz Miles**

Assistant Director