

A report on
Tremains Primary School

**Channel View
Brackla
CF31 2NL**

Date of inspection: November 2025

by

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

About Tremains Primary School

Name of provider	Tremains Primary School
Local authority	Bridgend County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	454
Pupils of statutory school age	350
Number in nursery classes	52
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%)	20.4%
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%)	9.1%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	2.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/07/2017
Date of previous Estyn inspection (if applicable)	01/11/2016
Start date of inspection	03/11/2025

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

Tremains Primary School is a welcoming and inclusive community where pupils and families feel valued. The headteacher provides purposeful and determined leadership based on a clear commitment to equity and inclusion. This vision is shared by staff and governors and contributes to the caring ethos and positive relationships across the school.

The school is a highly nurturing community that meets the well-being needs of all pupils effectively, including those with additional learning needs (ALN). Staff, including those in the learning resource centres, know their pupils well and work proactively with families and external agencies to tailor provision that enables them to succeed. The school provides purposeful opportunities for pupils from the learning resource centres to take part in lessons and activities across the school, which contributes positively to their well-being.

Leaders demonstrate a strong understanding of the barriers that poverty can create for pupils' learning and well-being. They use funding effectively to promote equity and inclusion. This has had a positive impact on the attendance of pupils including those eligible for free school meals.

The school provides a broad and engaging curriculum that reflects the principles of Curriculum for Wales well. Most teachers plan stimulating and well-structured learning experiences that help pupils to build knowledge, apply skills, and make meaningful progress. However, the quality of teaching remains variable across the school. In the most effective lessons, pupils are challenged to think deeply and work independently, but in a minority of cases, activities lack sufficient clarity or pace to support good progress.

The headteacher works effectively with staff to reflect on the school's provision and identify priorities for further improvement. Leaders have strengthened systems to monitor the impact of their work and ensure that all stakeholders contribute to the school's evaluation processes. However, self-evaluation does not focus carefully enough on the impact of teaching on learning or inform professional learning sufficiently.

Governors are well informed and highly committed to the school. They provide effective support and appropriate challenge to senior leaders, contributing purposefully to the monitoring and evaluating process. Governors work closely with leaders to ensure that safeguarding and pupils' well-being remain central to the school's work.

Recommendations

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

- R1. Strengthen self-evaluation and school improvement processes to focus more precisely on the quality of teaching and its impact on learning
- R2. Focus professional learning on reducing variation in the quality of teaching, ensuring that pupils experience effective challenge and have regular opportunities to develop independent learning skills

What happens next

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

Main evaluation

Tremains Primary School is a happy and caring community that provides effective support for its pupils and families. The headteacher offers clear and purposeful leadership rooted in a strong vision of inclusive education. This vision is well understood and shared by staff and stakeholders, creating a positive school culture that promotes belonging and mutual respect.

Staff plan well-considered provision for well-being that provides effective support for pupils and their families. Pupils value the voice they have within the school through the schools' various pupil groups, such as the school council, digital leads, and the health and safety group. Nearly all pupils engage enthusiastically in these roles and take pride in the positive difference they make to school life.

Spotlight: Removing barriers to improve attendance

Leaders have a strong understanding of the barriers that poverty can create for pupils' learning and well-being. They use funding, such as the Pupil Development Grant, purposefully to promote equity and inclusion. The appointment of a family engagement officer has strengthened communication with parents and carers. The school council and pupil attendance ambassadors promote good attendance, for example by creating a video encouraging pupils to attend school every day. These initiatives and the priority that leaders have placed on regular attendance, have improved the attendance of many pupils, particularly those pupils eligible for free school meals.

The school has developed a broad and engaging curriculum that aligns well with the principles and aims of Curriculum for Wales. Teachers plan stimulating and well-structured learning experiences that help pupils to build knowledge, apply skills, and make meaningful progress. Staff and leaders plan learning that provides pupils with a strong foundation for progress. The school's inclusive ethos, reflected in its motto "Be kind, be courageous, be you," underpins its curriculum vision and promotes kindness, courage, and equity.

Most teachers plan interesting and well-sequenced learning experiences that enable pupils to make meaningful connections between the knowledge and skills they develop in school and real-life experiences. This helps to ensure that most pupils, including those from low-income households and those with additional learning needs (ALN), are motivated, engaged, and make steady progress.

Teachers are beginning to embed learning experiences that deepen pupils' understanding of Welsh history, culture, and identity. They encourage pupils to reflect on their own values and sense of belonging. The school has introduced worthwhile opportunities to explore diversity, although this work is at an early stage.

Staff continue to refine their teaching approaches to suit a wider range of learning experiences. In the most effective lessons, teachers plan purposeful and authentic tasks that build on prior learning, encourage reflection, and enable pupils to apply skills in new contexts. These lessons promote creativity, independence, and deeper thinking. However, in a minority of lessons, teachers do not match tasks to pupils' needs well enough or consider how best to use additional adults or the learning environment to support progress. This slows the pace of learning.

Assessment processes are developing appropriately. Teachers use a range of methods to monitor progress and plan next steps. In most lessons, they communicate clear learning intentions, use effective questioning, and provide feedback that helps pupils understand what they are doing well and how to improve. This approach supports pupils effectively to consolidate and extend their learning.

Provision for pupils with additional learning needs (ALN), including those in the learning resource centres (LRCs), is an effective feature of the school. Staff know these pupils well and create nurturing environments that promote inclusion, engagement, and well-being. Systems for identifying and reviewing pupils' needs are purposeful and responsive. Teachers provide purposeful opportunities for pupils in the learning resource centres to take part in lessons and activities across the school. This contributes positively to their well-being and progress.

Within the LRCs, staff demonstrate a deep understanding of pupils' individual needs and use personalised approaches that promote independence and self-regulation. Pupils with additional learning needs (ALN) express their views with confidence and are respected members of the wider school community. Staff plan transitions carefully and work closely with families, other schools, and external agencies to ensure that provision meets pupils' individual needs effectively.

The school's recent focus on developing pupils' oracy has significantly improved the quality of their speaking, listening, reading, and thinking skills. Most pupils make good progress and develop as confident, articulate speakers. By the time they leave the school, a few pupils demonstrate particularly sophisticated use of language in discussion, performance, and presentation.

Provision for reading, writing, and mathematics is systematic and effective. As pupils move through the school, they become confident, fluent readers who apply their reading skills purposefully across the curriculum. They make good progress in writing and develop secure mathematical skills, which they apply increasingly well in practical and problem-solving contexts. For example, younger pupils strengthen their early mathematical understanding effectively through play-based learning, while older pupils apply their numeracy skills appropriately across the curriculum.

Teachers' planning includes increased opportunities for pupils to use their literacy, numeracy, and digital skills across the curriculum, particularly in humanities and science. This supports pupils to apply their skills purposefully in both play-based and structured learning. However, in a minority of cases, expectations for pupils' independent work are not high enough, which limits opportunities for deeper learning.

Most teachers provide meaningful opportunities for pupils to develop their Welsh language skills. Younger pupils enjoy songs and games that reinforce vocabulary, while older pupils use simple sentence patterns confidently. By Year 6, many pupils hold short conversations with enthusiasm and increasing accuracy.

Leaders have strengthened systems for monitoring and self-evaluation, ensuring that all staff contribute to evaluating the impact of improvement initiatives. However, these evaluations do not always focus sharply enough on the effect of teaching on pupils' learning and progress. This reduces the effectiveness of school improvement work and limits leaders' ability to measure the impact of new initiatives.

Professional learning aligns appropriately with school improvement priorities, and staff have suitable opportunities to develop aspects of provision such as mathematics. However, there are limited opportunities for staff to share effective practice or to draw upon educational research. This slows the pace of improvement in teaching.

Governors are highly dedicated to the school, support it well, and have a strong commitment to improving their impact on its work. They provide purposeful support and challenge to senior leaders, working effectively alongside staff to monitor and evaluate progress. This provides them with an appropriate understanding of the impact of initiatives. However, because leaders' evaluations do not focus precisely enough on the quality of teaching and its impact on pupil progress, governors do not always have a full picture of the variability that exists in teaching and learning.

Governors work closely with leaders to promote a strong safeguarding culture, ensuring that pupils' safety and well-being remain a high priority across the school.

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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