

# **Report summary for parents and carers on Tremain's Primary School**

**Date of inspection: November  
2025**

# Summary

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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 and next steps

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## 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

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

## Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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