

Report summary for parents and carers on Pontprennau Primary School

Date of inspection: 23/02/2026

Summary

Pontprennau Primary is a highly inclusive and community-centred school. Leaders provide purposeful and considerate leadership that promotes strong relationships among staff, pupils, and families. The school's vision is shared by staff, governors and parents and contributes to the caring ethos and positive relationships across the school.

The school provides a highly nurturing environment where care, support, and guidance are notable strengths. The school's inclusion team ensures pupils and parents help to shape decisions, especially for those with additional learning needs (ALN). Leaders work with families highly effectively and transition arrangements from home to school for the youngest pupils are exceptional.

The school prioritises pupils' well-being successfully. Staff adopt a trauma informed approach and implement targeted support strategies for those in need. Attendance is monitored rigorously, with timely interventions that have improved overall attendance. Across the school, there is a strong culture of safeguarding, and nearly all pupils feel safe.

Most pupils display highly positive attitudes to learning and relationships across the school are extremely positive. They engage enthusiastically in activities and often demonstrate resilience when facing challenging tasks. Opportunities for pupils to influence wider school decisions is a developing feature.

Overall, teaching is effective. Clear learning intentions and appropriate assessment supports most pupils to make good progress in many areas of learning. In the best practice, questioning probes understanding and informs responsive teaching, though at times overly directed approaches can limit pupils' independence. The school's broad, engaging curriculum reflects the Curriculum for Wales purposefully. As they move through the school, pupils' language, reading, and writing skills develop well, alongside their development in mathematics. Though opportunities to apply their numeracy skills across the curriculum are less well developed.

Leaders provide a clear strategic direction aligned with national priorities. A culture of trust encourages effective professional dialogue, while distributed leadership strengthens collective responsibility and builds leadership capacity. Monitoring and evaluation processes provide leaders with a sound understanding of strengths and areas for improvement, though they are not precise enough to identify and address inconsistencies in practice across the school. Governors contribute robustly and financial management is prudent. Spending is aligned clearly to improvement priorities and to support pupils' learning and experiences.

Recommendations and next steps

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

R1 Refine self-evaluation activities to enable leaders to identify important aspects of teaching that need to improve

R2 Strengthen opportunities for pupils to apply their numeracy skills across the curriculum

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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