

**A report on**

**Pentyrch Primary School**

**Bronllwyn  
Pentyrch  
CF15 9QL**

**Date of inspection: May 2026**

**by**

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

## About Pentyrch Primary School

Name of provider	Pentyrch Primary School
Local authority	Cardiff Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	177
Pupils of statutory school age	121
Number in nursery classes	29
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%)	16.4%
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%)	5.0%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/11/2025

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Date of previous Estyn inspection (if applicable)	
Start date of inspection	05/05/2026

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](http://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

Pentyrch Primary School provides a highly inclusive and nurturing environment where staff place pupils' well-being at the centre of school life. Nearly all pupils feel safe, valued and supported, and they demonstrate positive attitudes and pride in their school. Strong working relationships between staff and pupils supports a calm and purposeful learning environment where most pupils engage enthusiastically in their learning.

Teaching across the school is effective and supports most pupils to make strong progress in learning. Teachers know pupils exceptionally well and plan authentic learning experiences that reflect pupils' interests and encourage curiosity and collaboration. In most lessons, they use questioning skilfully to deepen understanding and challenge pupils' thinking effectively. Lessons are generally well paced, and teaching assistants provide beneficial and timely interventions that support pupils to become successful independent learners.

Most pupils make strong progress in developing a range of skills. Most younger pupils develop secure early reading and writing skills, while older pupils read fluently and write effectively across a broad range of genres using rich vocabulary and varied punctuation. Most pupils apply their numeracy skills confidently across areas of learning and use digital skills purposefully to support their work. Teachers model Welsh regularly, which enables many pupils to develop confidence in speaking Welsh naturally in daily activities.

Provision for pupils with additional learning needs (ALN), including those within the school's specialist resource base (SRB), is a notable strength. Staff adapt teaching skilfully to meet pupils' emotional, social and communication needs, enabling most pupils with ALN to make good progress from their starting points.

Leaders provide clear strategic direction and support professional learning purposefully. Effective performance management and collaborative working strengthen teaching and improve provision across the school. Robust assessment procedures help staff monitor pupils' progress accurately and recent work to strengthen pupils' understanding of how to improve their work has had a positive impact. The school's approach to securing good attendance is beginning to improve attendance but persistent absence rates remain too high.

## **Recommendations**

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

R1      Reduce persistent absenteeism

## **What happens next**

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

## Main evaluation

Pentyrch school provides a highly nurturing and inclusive environment, where staff place pupils' well-being at the centre of the school's work. Nearly all pupils feel safe, valued and supported, and behaviour throughout the school is exemplary. Nearly all pupils are polite, respectful and proud of their school.

Leaders articulate a clear and ambitious vision for the school that focuses strongly on high expectations, inclusion and the development of authentic learning experiences for all pupils. They prioritise staff well-being effectively and foster a supportive culture built on positive professional relationships. This has helped staff adapt well to the recent collaboration arrangements and has strengthened teamwork across the school.

Leaders plan professional learning purposefully and align it closely with whole-school priorities and staff responsibilities. Effective performance management arrangements support professional growth well and help staff improve their practice. These approaches have had a positive impact on important aspects of the school's work, for example, in strengthening provision for pupils with additional learning needs (ALN).

Staff plan and co-ordinate provision for pupils with additional learning and emotional needs effectively. They ensure that pupils receive support that matches their individual needs appropriately, including pupils within the specialist resource base (SRB). Staff monitor the impact of interventions carefully and review pupils' targets regularly to ensure that they remain purposeful and relevant. As a result, most pupils with ALN make good progress from their starting points. The SRB provides a calm and supportive learning environment where staff know pupils exceptionally well. Planned opportunities for integration and inclusion enable pupils to participate successfully in wider school activities and support their social development beneficially.

Most pupils make strong progress in developing their skills and knowledge. They engage positively in learning, demonstrate curiosity and work collaboratively with one another. Most pupils develop strong literacy skills as they move through the school. Younger pupils communicate confidently and develop secure early reading and writing skills. Older pupils read fluently, discuss texts thoughtfully and write effectively across a wide range of genres using rich vocabulary and varied punctuation successfully. Most pupils also develop Welsh language skills well. By Year 6, many speak confidently using an increasing range of sentence patterns and tenses. Teachers model Welsh consistently, which supports pupils to use the language naturally in daily activities.

Most pupils make strong progress in mathematics and apply their numeracy skills confidently across areas of learning. They solve mathematical problems effectively and

interpret data independently. Most pupils demonstrate a broad range of digital skills competently and apply these purposefully to support their literacy and numeracy development. Nearly all pupils understand how to stay safe online.

Leaders and teachers work purposefully together to provide authentic learning experiences that reflect pupils' interests and support the progressive development of skills. Pupils benefit from worthwhile opportunities to learn about Welsh culture, sustainability, diversity and healthy living. A notable strength of the school's work is the development of pupils' creative skills.

### **SPOTLIGHT- Strong and inclusive provision for the Expressive Arts.**

The school's strong commitment to developing the expressive arts enriches pupils' learning experiences considerably. Whole-school projects and performances provide valuable opportunities for pupils to explore culture, diversity and heritage creatively while developing confidence and collaboration. Pupils also develop a broad range of creative skills through opportunities such as set and costume design, dance, music and learning British Sign Language (BSL) for performances.

Teaching across the school is effective and enhanced by the strong working relationships that exist between staff and pupils. The school is beginning to further build on pupils' independent thinking skills through an inquiry approach to learning. In most lessons, teachers use questioning effectively to deepen pupils' knowledge and understanding and to challenge their thinking. Lessons are generally well paced and supported well by teaching assistants who provide effective support for pupils. Robust assessment procedures help staff monitor progress accurately and recent work to build on these procedures has further strengthened feedback helping pupils understand how to improve their work.

The school has established a comprehensive and well-organised approach to self-evaluation and improvement planning. Leaders use a wide range of first-hand evidence to identify priorities accurately. They have strengthened leadership capacity successfully by involving staff at all levels in evaluating the quality of teaching and learning. Governors increasingly develop their knowledge through their involvement in self-evaluation activities and regular engagement with leaders. Governors provide valuable support and challenge and contribute suitably to shaping the school's strategic direction.

The school has clear and consistent procedures for monitoring attendance. Staff work closely with the attendance officer and external agencies to support families appropriately and improve attendance rates. These strategies are beginning to have a positive impact, particularly for identified groups of pupils. However, persistent absence rates remain too high.

Pupils have a strong voice in school life. Leaders provide valuable opportunities for pupils to contribute to decision-making through groups such as the Senedd, Eco Warriors and Digital Leaders. These groups include pupils from across the school, including those in the SRB, who receive beneficial support from Year 6 buddies. Pupils feel that staff listen to their views and respond positively to their suggestions.

Pupils receive worthwhile guidance about future careers through contributions from parents and local businesses, which broadens their understanding of future career opportunities. Staff support all pupils' transition at different points effectively when moving between classes or transferring to new schools. Pupils, including those with ALN, settle quickly and confidently into new environments.

The school places importance on developing productive partnerships with parents and the wider community. Pentyrch Primary School is at the heart of its community. They take advantage of opportunities to arrange events in the community that strengthen relationships and provide valuable experiences for pupils. Initiatives such as an on-site reading cafe engage parents successfully in their children's learning, while the 'Inspire a Generation' project enriches pupils' experiences beneficially by drawing on the expertise of families.

### **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](http://www.estyn.gov.wales))

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

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Publication date: 08/07/2026