

A report on
Trehopcyn Primary School

**Plymouth Road
Hopkinstown
Pontypridd
RCT
CF37 2RH**

Date of inspection: June 2026

by

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

About Trehopcyn Primary School

Name of provider	Trehopcyn Primary School
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	English Medium
Type of school	Primary
Religious character	*
Number of pupils on roll	110
Pupils of statutory school age	66
Number in nursery classes	24
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%)	27.5%
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%)	7.6%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No

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Date of headteacher appointment	01/09/2020
Date of previous Estyn inspection (if applicable)	14/01/2019
Start date of inspection	15/06/2026

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

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Trehopcyn Primary School is an inclusive and nurturing environment where all pupils are valued. Most pupils behave well, attend regularly and show high levels of respect for staff and visitors. Robust safeguarding arrangements are embedded across the school and are understood well by staff and pupils. As a result, pupils demonstrate a secure understanding of how to keep themselves safe, including online.

The school works effectively with families and external agencies to support pupils with additional learning needs (ALN). This ensures most pupils make appropriate progress, including those with ALN and pupils eligible for free school meals.

The school has designed a broad and interesting curriculum that supports pupils' knowledge of their local area, Wales and the wider world. However, learning experiences do not always ensure that pupils develop their skills systematically across all areas of learning.

In general, teachers plan and deliver a broad range of engaging learning activities, although too often, teachers over-direct learning. This limits pupils' independence as learners. Teachers use questioning effectively to develop pupils' thinking and to check pupils' understanding. Feedback given during the lessons allows pupils to improve their own work. Older pupils effectively use self and peer marking to review their learning. The use of success criteria is embedded well in the school's assessment processes and supports older pupils' understanding of what they need to do to succeed.

Across the school pupils develop confidence in speaking and listening, reading, and digital skills. They develop their mathematical understanding effectively. Pupils' Welsh language skills are less well developed.

Leaders set clear expectations and have embedded a well-embedded system to monitor and improve the work of the school, but self-evaluation does not always focus precisely enough on pupils' progress in a few important areas. Professional development is aligned well with school priorities. This supports school improvement well. Governors work diligently, and support and challenge leaders well.

The school has built positive relationships with its community and pupils benefit from an interesting range of visits and visitors. This helps to ensure that many pupils participate in lessons with enthusiasm and are keen to learn. The school has developed an engaging indoor and outdoor learning environment that meets the needs of the pupils well.

Teachers support pupils' spiritual, moral, and cultural development suitably, developing their understanding of diversity and social responsibility. Pupils understand the diversity

and culture of their local community well, learning through purposeful projects celebrated by the 'Voices around the World' committee. Creative and physical activities, including outdoor learning, enhance pupils' well-being and problem-solving skills.

Recommendations

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

- R1 Strengthen improvement processes to focus sharply on pupils' learning and progress
- R2 Ensure that learning experiences develop pupils' skills and independence systematically across all areas of learning
- R3 Improve pupils' Welsh language skills

What happens next

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

Main evaluation

Leaders at Trehopcyn Primary School ensure that pupils benefit from a broad and inclusive curriculum that reflects their interests well. Most pupils, including those eligible for free school meals and those with additional learning needs (ALN) make appropriate progress from their starting points. The school's curriculum engages pupils effectively in their learning and contributes well to developing their positive attitudes towards school. The school provides a calm and welcoming environment in which pupils feel valued, listened to and respected. Adults use encouraging, positive language to help pupils make the right choices and complete their learning activities successfully. This helps to promote positive behaviours and attitudes across the school.

Leaders take good account of barriers to learning and work closely with families to overcome them. There are systematic processes in place for identifying and supporting pupils with ALN. Leaders and teachers use a broad range of evidence, including from parents and external agencies, to plan targeted provision that meets the needs of pupils well.

Teachers promote pupils' spiritual, moral and cultural development well. This ensures that pupils learn to respect different opinions and beliefs. Teachers ensure that pupils have

purposeful opportunities to study the lives of inspirational figures from diverse backgrounds, and to celebrate the different cultures in their own community. This broadens pupils' awareness of the wider world, and nearly all demonstrate an understanding of social differences.

The school provides pupils with a wide variety of creative and physical activities that enrich their learning experiences and promote their well-being. Pupils enjoy working creatively, and benefit from regular physical activity that helps them understand the importance of a healthy lifestyle. The enhanced outdoor environment gives younger pupils beneficial opportunities for problem-solving and collaboration.

In most lessons, teachers provide a varied range of opportunities for pupils to apply their speaking and listening skills purposefully. Many younger pupils engage confidently in conversations, using a suitable range of vocabulary. Most older pupils explain their learning appropriately and talk about their work with suitable understanding. They describe what they have learned and identify the steps they have taken to complete their tasks. They converse well with their peers and understand the need to listen to others. Nearly all teachers' follow a consistent and structured approach to teaching reading. This ensures that most pupils read confidently and with enjoyment. Teachers provide purposeful writing activities, although they do not always plan for pupils to build their writing skills sequentially and effectively over time.

Spotlight: Effectively developing pupils' mathematical knowledge and understanding

Teachers consider the progressive development of pupils' mathematical knowledge and understanding effectively. Most use a broad range of techniques successfully to enable most pupils to master different concepts and skills. They use maths games and activities imaginatively to make learning authentic and fun. Most teachers provide beneficial opportunities for pupils to apply numeracy skills in meaningful contexts in other areas of learning. As a result, most older pupils develop strong problem-solving and reasoning skills. By the time they reach Year 6, they are confident, competent mathematicians who use a broad range of strategies thoughtfully and have a secure understanding of key mathematical concepts.

The school places a suitable emphasis on developing pupils' digital competence. Pupils engage in a broad range of digital activities that increase in complexity as they move through the school. Many pupils demonstrate growing confidence, in applying digital skills well in real-world contexts.

Leaders have identified suitable professional learning opportunities to develop staff confidence in developing pupils' Welsh language skills, but worthwhile approaches are not

applied consistently enough in classroom practice. Although most pupils display positive attitudes towards learning Welsh, they do not develop their Welsh oracy skills progressively enough.

In most lessons, teachers use questioning effectively to promote pupils' thinking. The use of success criteria is embedded well in the school's assessment processes and supports pupils' understanding of what they need to do to succeed. Many older pupils respond thoughtfully to feedback and make appropriate improvements to their work. They have a secure understanding of how to improve the quality of their learning.

Nearly all teachers provide interesting and engaging learning experiences that enable pupils to make appropriate progress. In a majority of lessons, teaching is often over directed, limiting opportunities for pupils to demonstrate independence in their learning. They do not regularly take responsibility for making decisions about their learning.

Pupils benefit from a wide range of opportunities that enrich learning and strengthen their sense of belonging to the community. Pupils take part in community-based projects, helping to develop their understanding of the locality. A wide range of pupil groups help to enhance the inclusive ethos of the school. These groups give pupils genuine opportunities to influence school life, for instance celebrating the variety of cultures in the area.

Leaders use a broad range of monitoring activities, including lesson observations and scrutiny of pupils' work, to help identify priorities for improvement. While these processes are well established, they do not focus sharply enough on pupils' progress and how to improve pupils' learning. Leaders plan and deliver a coherent programme of professional learning that aligns with school priorities and staff development needs. This has led to improvements in the school environment and learning outdoors and most recently in reading. Leaders manage the performance of all staff effectively. They ensure that teachers and support staff have beneficial opportunities to work collaboratively with cluster schools. Governors are active and supportive partners in the life of the school. They engage constructively in evaluating school performance and provide suitable challenge to leaders.

Governors monitor finances carefully and have a clear understanding of their responsibilities. Leaders are highly effective in securing grant funding for school improvements and monitor the grant spending carefully.

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/carers 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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