

Report summary for parents and carers on Ton Pentre Junior School

Date of inspection: 05/05/2026

Summary

Ton Pentre Junior School provides a caring and inclusive environment where pupils feel safe, valued and well supported. Strong leadership establishes a clear vision for improvement and promotes high expectations, which are shared by all staff. As a result, positive relationships and a nurturing ethos support nearly all pupils to engage well in their learning and have positive attitudes to school.

Many pupils make good progress in their learning, including pupils with additional learning needs (ALN). They develop their literacy skills effectively, communicate clearly, read with increasing fluency and make good progress in developing their writing skills. Many pupils have a secure knowledge of number and explain their reasoning effectively when solving mathematical problems. Most pupils develop their Welsh oracy skills well and use familiar phrases confidently, with older pupils extending their responses accurately.

The school is developing its curriculum to provide pupils with a range of learning experiences and opportunities that successfully develop pupils' expressive arts and physical development. Pupils participate enthusiastically in performances and sporting activities, which support their confidence, well-being and sense of identity.

Teachers provide clear guidance during lessons that helps pupils complete tasks successfully. They provide prompt support and further direction that enables pupils to make progress, although this often leads to over-scaffolded learning. Pupils have limited opportunities to develop as creative and independent learners who make choices and take responsibility for their learning. Teachers are beginning to consider opportunities for pupils to reflect on their learning but the feedback they provide does not consistently help pupils understand how to improve their work

Leaders use effective self-evaluation processes to identify priorities and drive improvement. They have successfully created a strong team ethos, where both staff and pupils value learning. Leaders support staff professional learning extremely well and provide valuable opportunities for staff at all levels to develop their skills and qualifications. This approach successfully builds leadership capacity across the school and strengthens the quality of teaching and learning.

Leaders work closely with families to strengthen relationships. They provide beneficial workshops that help families support pupils' learning at home and signpost parents to useful external support services. This strong partnership working supports pupils' well-being, engagement and attendance. Governors understand their roles and provide appropriate support and challenge, contributing positively to the school's ongoing development.

Recommendations and next steps

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

R1 Improve feedback to ensure that pupils understand their next steps in learning and improve their work.

R2 Develop pupils as independent and creative learners

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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