

Report summary for parents and carers on Trehopcyn Primary School

Date of inspection: June 2026

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 and next steps

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

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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