



Report summary for parents and carers on Trerobart Primary School

Date of inspection: September 2024

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

Summary

Following a period of turbulence in leadership and governance, Trerobart Primary School has appointed an interim headteacher from a local school on a part-time basis until the appointment of a substantive headteacher. Recent improvements in the behaviour of a very few pupils means that most pupils are happy in school and know who to go to if they have any concerns. Relationships between staff and pupils are positive and the school is developing good working relationships with parents.

Nearly all pupils settle well when they first join the school. The youngest pupils make rapid progress developing their communication and number skills. Many pupils from Reception to Year 2, including those with additional learning needs (ALN) and pupils eligible for free school meals, continue to make suitable progress with their communication, number, writing and Welsh language skills. However, staff do not provide older pupils with the learning experiences they need to support them to make the progress they could. Plans for the progressive development of pupils' skills, knowledge and understanding as they move through the school are underdeveloped. The quality of teaching and assessment is variable.

Teachers plan a range of learning activities that focus on termly topics. However, these activities often lack challenge and staff tend to rely too heavily on worksheets and do not provide useful feedback for pupils to improve their work. As a result, pupils do not develop effectively enough as independent learners.

Leaders do not focus sharply enough on improving pupils' progress. Recently, they have identified relevant priorities for improvement, such as reading, but progress in bringing about the needed change is too slow. Overall, processes to evaluate the quality of the school's work lack rigour. Leaders do not identify important areas in need of improvement. This means that aspects of the school's work, including the quality of teaching and provision to develop pupils' literacy, numeracy and Welsh language skills, do not support older pupils to make the progress they could. Arrangements to manage the school's finances lack clarity and rigour.

Recommendations and next steps

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

- R1 Improve leadership at all levels and ensure that evaluation processes focus on identifying the difference that teaching and learning experiences make to pupils' progress
- R2 Improve the quality of teaching and ensure that all staff have high expectations of what pupils can achieve and challenge them appropriately
- R3 Ensure that curriculum and assessment arrangements develop pupils' knowledge and skills, including Welsh language skills, progressively as they move through the school
- R4 Improve arrangements to manage the school's finances

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations. This is the most intensive level of statutory follow-up. Estyn will monitor the school's progress on a termly basis following the publication of the inspection 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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