



Report summary for parents and carers on Ton Pentre Infants School

Date of inspection: October 2024

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

Summary

The headteacher provides strong and compassionate leadership. She has established and implemented a clear vision that focuses on achieving high levels of well-being across the school community. High expectations for both pupils and staff foster an environment where 'happy faces, kind hearts, and enquiring minds' thrive. The school delivers a comprehensive curriculum aligned with all aspects of Curriculum for Wales. Regular interactions with a range of visitors and valuable community engagement opportunities further enrich learning experiences for pupils.

Staff encourage pupils, including those with additional needs, to contribute to shaping what and how they learn. Most pupils communicate confidently and enhance their skills through sign language from Nursery to Year 2. Reading progresses well, with most pupils becoming proficient in their use of phonics and beginning to read fluently by Year 2. Regular writing opportunities are provided, enabling older pupils to craft engaging texts independently.

Provision to develop pupils' Welsh language skills and their understanding of the culture and heritage of Wales is effective. Mathematics lessons systematically build pupils' understanding and proficiency. Younger pupils use tablet devices appropriately to support their learning and play. However, opportunities to fully develop pupils' digital competence as they move through the school are limited. Teachers understand and apply foundation learning principles effectively. Overall, they work well with teaching assistants to provide engaging learning experiences. However, in a few instances, teaching and learning experiences do not engage pupils as successfully.

There are strong, respectful relationships among staff and pupils. Adults respond sensitively to pupil needs, promoting self-emotional regulation and skilfully use restorative approaches when needed. Community engagement is evident, with initiatives like the 'Wiggles and Giggles' group fostering strong family ties.

Leaders address national priorities strategically, including Curriculum for Wales, Additional Learning Needs (ALN) reform and bilingualism. Governors are proactive and supportive. They understand the school's financial challenges and have agreed on a plan with the local authority to address its deficit. Leaders use grant funding effectively to maximise pupil progress.

Recommendations and next steps

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

- R1 Share the best practice that exists within the school to improve the consistency of teaching
- R2 Strengthen opportunities for pupils to apply their digital skills progressively

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

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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