

Report summary for parents and carers on Terrace Road Primary School

**Date of inspection: September
2025**

Summary

Terrace Road Primary is a happy, caring, and inclusive community with a strong team ethos amongst staff. Leaders and staff place a high priority on forging effective relationships with pupils, which are based on mutual respect. This helps to create a welcoming environment in which nearly all pupils feel safe, valued, and happy to learn. Many pupils start school with skills that are below those expected for their age. During their time at the school, most pupils make good progress from their individual starting points. This includes pupils with additional learning needs (ALN), those learning English as an additional language (EAL), and those eligible for free school meals. This is a notable strength of the school.

The school's staff promote core values and commitment to equality and diversity exceptionally well. This helps it to meet the needs of the community that the school serves successfully. Through the curriculum and the 'Windows and Mirrors' library initiative, the school recognises, celebrates and promotes diversity effectively. The school embeds values of compassion and kindness, helping pupils develop a strong sense of social responsibility

The headteacher provides a clear strategic vision, which is shared by the whole school community. Leaders and governors evaluate the school's work honestly and have an accurate picture of its performance. They use a range of first-hand evidence to identify priorities and plan for improvement effectively. Leaders, in partnership with parents, have secured a reduction in the number of pupils who are persistently absent from school. Pupils are given regular opportunities to influence their learning experiences. However, they have limited opportunities to influence the strategic direction of the school.

The curriculum is broad and well-balanced, providing pupils with a wide range of valuable and meaningful learning experiences that stimulate and engage them. As a result, most pupils make strong progress in their literacy, numeracy and digital skills as they move through the school. A majority of younger pupils use basic Welsh sentences to express their feelings or to respond to questions. However, the use of the Welsh language by older pupils in informal contexts is at an earlier stage of development. Teaching across the school is generally strong, and as a result, most pupils develop positive attitudes to learning and participate eagerly in activities. On a few occasions, written feedback does not consistently help pupils to identify their next steps in learning.

Recommendations and next steps

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

R1. Continue to improve the progress pupils make in their Welsh oracy skills

R2. Further develop opportunities for pupils to influence the life and work of the school

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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