

A report on
Tynyrheol Primary School

**Heol Llangeinor
Llangeinor
Bridgend
CF32 9LY**

Date of inspection: November 2025

by

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

About Tynyrheol Primary School

Name of provider	Tynyrheol Primary School
Local authority	Bridgend County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	None
Type of school	Primary
Religious character	None
Number of pupils on roll	47
Pupils of statutory school age	43
Number in nursery classes	4
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.7%)	43.9%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	2%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2025

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Date of previous Estyn inspection (if applicable)	24/09/2018
Start date of inspection	17/11/2025

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:

mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Nearly all pupils in Tynyrheol Primary School behave well. They are courteous to each other, to staff and to visitors. Staff at the school have created an environment where pupils feel safe and cared for. Through their day-to-day interactions with pupils, staff build pupils' confidence and self-esteem effectively whilst also helping them to learn to respect the views and feelings of others. Pupils feel confident to turn to staff when they are worried or concerned.

Over time, the school has lacked stable and effective leadership. The instability in leadership has hampered school improvement in many important areas and this impacts negatively on pupils' progress and development. Governors are supportive of the school but do not fulfil their statutory responsibilities

The current interim leadership team took up their roles in September 2025. They have a strong understanding of the main issues affecting the school's performance and are beginning to have a positive influence on aspects of the school's work. However, these arrangements remain on an interim basis and the new leaders have not had time to address the many long-standing deficiencies at the school, particularly in teaching and learning.

Most pupils enjoy school and have a positive attitude to learning. However, the quality of teaching is inconsistent, and the school's curriculum does not offer opportunities for pupils to develop and use their skills in a co-ordinated and progressive manner. This means that too many pupils do not develop their literacy, numeracy, digital or Welsh language skills well enough. Too often, teaching hampers pupils' capacity to become independent and creative learners who can work things out and think for themselves.

The school has started to work effectively with external agencies to support pupils and their families to improve attendance. Currently, rates of persistent absence are too high.

Safeguarding issues were brought to the attention of the school during the inspection.

Recommendations

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

- R1 Establish, implement and maintain an effective safeguarding culture and reduce rates of persistent absence amongst pupils
- R2 Provide stable and effective strategic leadership and governance
- R3 Improve teaching and assessment
- R4 Improve the curriculum and provision for the progressive development of pupils' skills

What happens next

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. Estyn will monitor the school's progress usually every four to six months.

Main evaluation

Relationships between all staff and pupils across the school are positive and nurturing. Nearly all pupils behave well in class, around the school and at playtimes. Nearly all are polite, welcoming and respectful to each other and adults in the school. They are confident that any problems they bring to the attention of adults will be dealt with effectively and sensitively.

Over time, the school has lacked stable and effective leadership. This has hindered school improvement and limited pupils' progress.

A majority of pupils, including those eligible for free school meals make appropriate progress from their starting points in a few aspects of their learning. For example, from an early age, many pupils understand how the number system works and as they move through the school, they build soundly on these early foundations. However, too many pupils do not make enough progress in developing their skills, knowledge and understanding. This is particularly the case with pupils' writing, Welsh language and digital skills and their capacity to apply their numeracy skills in their work across the curriculum.

This is due to ineffective planning for the progressive development of these skills, a lack of challenge in many lessons and the failure of leaders to identify inconsistencies in the quality of teaching over time.

From an early age, most pupils begin to use Welsh language in rhymes, songs and greetings. As they move through the school they demonstrate a suitable understanding of a range of basic language patterns. Most pupils follow and understand simple instructions well. By Year 6, a few pupils are beginning to develop more confidence in speaking to each other using familiar language patterns. For example, they greet others and ask and answer questions about how they are feeling. Despite this, the school's provision does not support pupils to make enough progress in learning and speaking Welsh

Across the school, staff are good language role models and place a high priority on enhancing pupils' listening and speaking skills. This has a positive impact, and many pupils make appropriate progress in developing their communication skills as they move through the school. By Year 6, most pupils speak confidently, using extended sentences and a wide range of vocabulary.

Many of the youngest pupils listen to stories and handle and share books enthusiastically. As they progress through the school, pupils build on their understanding of phonics to read simple words and phrases. Most of the oldest pupils read more challenging and complex texts confidently and use inference competently.

Many pupils make suitable progress in developing a range of writing skills. Younger pupils develop their pre-writing skills appropriately. Older pupils make satisfactory progress in their use of punctuation and grammar. A minority of pupils begin to write well, using interesting vocabulary to hold the attention of the reader. However, pupils do not have sufficient opportunities to write at length independently or to use their writing skills in other areas of the curriculum.

During their time at school, most pupils make suitable progress with their mathematical skills, particularly their understanding of number and calculation. By Year 6, most pupils are able to develop their knowledge and understanding of problem solving appropriately. However, there are limited opportunities for them to apply these skills in other areas of the curriculum.

The 'cynefin' whole school topic, using the locality as a stimulus, aims to provide experiences linked to the pupils' immediate surroundings as they explore the history, culture and changes that have taken place in the local area. However, across the school,

the range of teaching and learning experiences is limited and do not consider or relate to the interests and needs of the pupils well enough.

Staff do not plan or provide effective learning experiences for the younger pupils. The indoor and outdoor provision does not provide enough opportunities that inspire them to develop their skills independently through creative exploration and play.

Generally, when teachers provide verbal feedback during learning sessions, it helps many pupils to address misconceptions and errors in their work. However, teachers' written feedback does not always support pupils progress well enough and enable them to improve their work or identify their next steps in their learning. Overall, pupils do not have the opportunity to respond to teachers' feedback purposefully or to evaluate their own work. As a result, many pupils do not know what they should do to improve.

Teachers promote pupils' spiritual, moral and cultural development appropriately. Most older pupils develop a mature appreciation of the challenges that others face and display empathy and compassion. Recently established pupil voice groups are in the early stages of enabling pupils to influence aspects of the life and work of the school. However, pupils do not have sufficient opportunities to influence what or how they learn within their classes or across the school.

The school has implemented additional learning needs (ALN) reform suitably. There are processes in place to identify pupils with ALN and to involve pupils and their families purposefully in keeping their progress under review. The school has appropriate processes to identify and support pupils with ALN and works well with external agencies to ensure that they receive the support they need.

Since September 2025, the school has benefited from a clearer leadership structure with defined roles, responsibilities and expectations. Leaders are beginning to work supportively to establish a team ethos at the school. The interim executive headteacher and interim head of school set high expectations for themselves and their colleagues. These senior leaders' model effective collaboration and promote a cooperative approach. In a short period of time, this collaboration has started to provide opportunities for productive professional learning, and the sharing of good practice between leaders, teachers and support staff. This is in the very early stages of influencing a few aspects of teaching and learning positively. However, the current leadership arrangements, as with previous leadership arrangements, are in place on an interim basis.

Accurate reports to governors, by the school's interim leadership team, are beginning to ensure that governors have a better understanding of the school's current performance. Governors are supportive but do not challenge the school robustly enough and the governing body does not fulfil all of its statutory responsibilities.

Over time, processes to manage the performance of staff have been ineffective. Very recently, leaders have introduced new performance management arrangements for all staff, but these have not been in place long enough to have an impact on improving teaching and learning.

The school does not have a strong safeguarding culture, and a number of issues were brought to the attention of school leaders during the inspection process. Currently, rates of persistent absence are too high.

Additional information

The school's arrangements for safeguarding pupils give cause for concern.

A site management concern was raised during the inspection, and the local authority has been notified.

The school does not have appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors do not manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.

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