

A report on
Ysgol Tanyfron

**Tanyfron Road
Tanyfron
Southsea
Wrexham
LL11 5SA**

Date of inspection: June 2026

by

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

About Ysgol Tanyfron

Name of provider	Ysgol Tanyfron
Local authority	Wrexham County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	146
Pupils of statutory school age	113
Number in nursery classes	13
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%)	11.9%
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%)	*
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	11%
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)	10/01/2017
Start date of inspection	01/06/2026

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

Staff at Ysgol Tanyfron create a caring and inclusive school environment where pupils feel safe, valued and supported. Staff develop positive working relationships with pupils, which supports them to behave exceptionally well, enjoy school and develop strong attitudes to learning. Most pupils, including those with additional learning needs (ALN), make good progress during their time at the school.

The acting headteacher provides clear and effective leadership and has established high expectations for both staff and pupils. Staff work well together as a team and leaders have a strong understanding of the school's strengths and areas for improvement. Overall, distributed leadership is at an early stage of development.

Teaching is generally effective across the school. Teachers know their pupils well, build successfully on previous learning and regularly use questioning to deepen pupils' understanding. Pupils reflect on their work and improve it through the regular feedback they receive. Teachers create learning environments for older pupils that promote independence, collaboration and engagement. Younger pupils benefit from a strong focus on developing literacy and numeracy skills, but there are fewer opportunities for them to learn through play and exploration.

The school provides a broad and balanced curriculum, and helps pupils develop socially, morally and culturally. Staff enrich pupils' learning through local visits, visitors and community partnerships.

Most pupils develop strong literacy, numeracy and digital skills, and older pupils produce high-quality written work. Pupils' Welsh language skills develop appropriately, although many lack confidence when speaking Welsh independently.

The school supports pupils with ALN effectively and works closely with families and external agencies. Pupils attend school regularly and have regular opportunities to contribute to school life through leadership groups and influencing what they learn. Governors support the school well and are developing a suitable understanding of the quality of teaching and learning.

Recommendations

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

- R1 Establish effective distributed leadership across the school
- R2 Strengthen opportunities for younger pupils to learn through play and exploration.

What happens next

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

Main evaluation

Ysgol Tanyfron is an inclusive and welcoming school where staff create a caring and nurturing environment. Staff develop strong working relationships with pupils and contribute positively to their well-being, behaviour and attitudes to learning. Nearly all pupils behave exceptionally well, enjoy school and attend regularly. During their time at school, most pupils, including those with additional learning needs (ALN), make good progress.

The acting headteacher provides strong and effective leadership. She has quickly established a clear strategic direction and has high expectations for staff and pupils. Leaders address national priorities successfully, and across the school, staff collaborate effectively to create a strong sense of teamwork. Through a beneficial programme of monitoring activities, leaders gain an accurate understanding of the school's strengths and areas for development. They use this information effectively to identify priorities and drive improvements in teaching and learning. Most staff have beneficial opportunities to engage in professional learning that links well to the school's priorities for improvement and strengthen aspects of teaching and learning. The acting headteacher is beginning to develop and strengthen leadership across the school, but this work is at an early stage.

Teachers have high expectations of pupils and build successfully on pupils' prior learning. They use effective questioning to check their understanding, consolidate learning and extend their thinking. In most lessons, teachers use success criteria purposefully and provide beneficial opportunities for pupils to assess their own work and that of their peers. The school's Friday afternoon Directed Improvement Reflection Time (DIRT) sessions

provide valuable opportunities for pupils to reflect on feedback, correct mistakes and improve their work.

Spotlight: Supporting learning for older pupils through effective environments

Staff have a strong sense of how the learning environment can support well-being and enable progress in learning. They create areas that help older pupils feel a sense of belonging, allow them to make choices and offer them opportunities to develop their independence and collaboration. Pupils appreciate these opportunities to adapt their learning spaces, and this improves engagement and motivation.

Younger pupils benefit from a few opportunities to develop their independence and collaboration. In a minority of lessons, they do not have enough opportunities to learn through play and exploration, and in a few instances, teachers do not engage pupils effectively enough in their learning.

Leaders and staff have developed a broad and balanced curriculum. The school provides a good range of purposeful opportunities that support pupils' spiritual, moral, social, and cultural development. Teachers provide regular opportunities for pupils to influence what and how they learn, which helps pupils feel valued and motivated. Teachers plan worthwhile opportunities for pupils to develop an understanding of their locality, Wales and Welsh heritage. They use local visits and visitors and partnerships to enrich pupils' learning successfully. A recent creative arts project enabled pupils to work with a local artist to create a bilingual mural that strengthens pupils' sense of belonging to the school and local area.

Most pupils develop their literacy skills successfully. Staff act as strong language role models, and nearly all pupils develop confident oracy skills. They speak clearly and discuss their learning enthusiastically with staff and their peers. The school promotes a strong culture of reading, and most pupils develop their reading skills well. By the end of Year 6, most pupils read fluently and confidently and apply their reading skills successfully across the curriculum. Younger pupils develop early writing skills efficiently, while older pupils produce high-quality writing for a range of purposes. Most pupils take pride in their work and present it neatly. They regularly use strategies such as redrafting and editing effectively to improve their work.

Staff plan effectively for pupils to develop their knowledge and understanding of mathematics. Pupils build strong number skills from an early age and apply a range of calculation strategies successfully as they move through the school. By the end of Year 6, most pupils select and apply appropriate methods accurately when working with increasingly complex calculations. Staff provide purposeful opportunities for pupils to

apply their numeracy skills across the curriculum. Most pupils use a wide range of digital skills confidently and effectively to support their learning

Staff develop pupils' Welsh language skills suitably through formal lessons and daily routines. Younger pupils engage enthusiastically in Welsh-language activities and learn simple vocabulary and sentence patterns successfully. Overall, many pupils lack confidence when communicating orally in Welsh without support.

The school's effective procedures to monitor and promote good attendance, together with strong partnerships with external agencies and families, contribute positively to pupils' attendance. Many pupils benefit from regular opportunities to contribute to school life through pupil leadership groups, helping them develop leadership skills and a strong sense of responsibility.

The school's approach to supporting pupils with additional learning needs (ALN) is effective and well-led. There are clear procedures for identifying pupils' needs and staff plan and adapt provision that meets the needs of pupils well and supports most pupils with ALN to make good progress from their individual starting points. Across the school, skilled teaching assistants deliver learning activities that develop pupils' literacy and mathematical skills well.

Governors support the school enthusiastically and are developing an increasingly secure understanding of teaching and learning through first-hand observations of the school's work. Leaders and staff maintain productive relationships with parents and the local community, providing regular opportunities for families to engage in school life and support their children's learning.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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