

A report on

Treffos School

**Llansadwrn
Nr Menai Bridge
LL59 5SD**

Date of inspection: September 2025

by

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

This report is also available in Welsh

About Treffos School

Name of provider	Treffos School
Proprietor status	Dr S Humphreys and Mrs J Humphreys
Language of the provider	English
Type of school	Independent Primary
Residential provision?	No
Number of pupils on roll	69
Pupils of statutory school age	62
Date of previous Estyn inspection (if applicable)	30/10/2022
Start date of inspection	30/09/2025

School context

Treffos is an independent primary school for pupils aged from three to eleven years of age. It is located not far from the Menai Bridge on the Isle of Anglesey. The school was opened in 1983 by the present principals, who are also the proprietors.

There are currently 69 pupils on roll, with 7 pupils below statutory school age. Pupils in the school are organised into five classes; pre-school and reception are combined, as are Year 1 and Year 2, and Year 4 and Year 5. Year 3 and Year 6 are both separate classes.

The school is nestled in a peaceful rural location and is comprised of a series of buildings. Each class has its own 'place' in the school site. There are extensive outdoor grounds, including woodland areas, open fields and gardens, an astroturf, and adventurous play spaces which are vital to the curriculum and ethos of the school. Further facilities include teaching spaces, such as 'The Hobbit's House' and 'The Potion's Room', a theatre, hall, and wooden barn.

Most pupils live on the Isle of Anglesey. A few pupils travel from surrounding rural areas and from as far as Caernarfon and Trefor.

English is the predominant language of most pupils. A very small number of pupils speak other languages at home. A small proportion of the pupils come from minority ethnic

backgrounds. The school does not aim to make pupils bilingual in English and Welsh. A very few pupils of the school receive additional support to access their learning. No pupil has a local authority maintained individual development plan.

There are twelve members of staff, most of whom, have been in post for many years.

The school is non-selective, but informal observations during taster sessions at the school and dialogue with parents help provide information about the children.

The school was last inspected in October 2022.

Previous recommendations

- R1. Ensure that school policies are updated regularly to have regard to the latest Welsh Government guidance and that staff practice reflects policy.
- R2. Strengthen and embed the school's quality assurance processes.
- R3. Clarify the responsibilities and priorities of leaders across the school.

Summary

Treffos School is a nurturing school where care and ambition are clearly evident. Staff and pupils embody the school's values daily in all that they do.

Since the October 2022 inspection, leadership has transitioned smoothly, with joint headteachers now overseeing operations while proprietors focus on estate management and regulatory compliance. Leadership roles are clearly defined and understood across the school. Policy management is robust, with regular reviews aligned to Welsh Government guidance and legislation.

Quality assurance has been reintroduced and sharpened. Leaders routinely undertake lesson observations, surveys, and consult with external professionals, though often leaders' lesson observation records focus on teaching rather than learning.

Teaching is effective, with staff modelling language effectively and pupils demonstrating excellent oracy, social skills, and independence. Most lessons are tailored and engaging, though a few remain overly prescriptive. Pupils show rapid progress in literacy and numeracy, applying skills confidently across the curriculum and in authentic contexts. Safeguarding practices are thorough, with effective systems and training in place.

There is no evidence to suggest the school does not meet the requirements of the Independent School Standards (Wales) Regulations 2024.

Main evaluation

Treffos School is a warm and welcoming place, where care and ambition are evident in equal measure. As a result of a purposeful and explicit focus on the school's values of respect, cooperation, fairness, honesty and the environment, nearly all members of the school community embody these qualities in their day-to-day activity.

Progress against recommendations

Since the core inspection in October 2022, the proprietors have gradually stepped back from their full-time operation of the school. Following a deliberate and phased transition, two existing staff members were appointed as joint headteachers in September 2025. At this point, the proprietors assumed the roles of principals. While they remain highly visible and integral to daily school life, their responsibilities have narrowed to focus on estate and resource management, as well as oversight of regulatory compliance and safeguarding.

The joint headteachers now lead the majority of day-to-day operations. Their responsibilities are clearly defined, suitably distributed, and aligned with their individual skills, experience, and interests. The new leadership hierarchy is effectively described through a range of documents, including detailed job descriptions. Staff at all levels understand the revised structure, which has helped clarify and prioritise leadership responsibilities.

Progress is also evident in the school's approach to policy management. All statutory and supplementary policies are regularly reviewed and updated in line with the latest Welsh Government guidance and legislation. A review schedule aligned with the Independent School Standards ensures that all policies have been refreshed within the past twelve months. During the inspection, there were no concerns regarding the accurate implementation of these policies by staff.

Leaders have also strengthened their approach to quality assurance. A range of evaluative activities have been reintroduced, including formal lesson observations with a termly focus, informal learning walks, external consultancy support, and surveys involving pupils, parents, and staff. The annual staff survey is particularly valuable, offering detailed and honest reflections on professional practice, training needs, and school systems. However, lesson observation records currently lack evaluation of pupil progress during lessons, limiting their ability to assess the impact of teaching on learning.

Having carefully considered the feedback from these quality assurance activities, leaders have shared these with staff and worked collaboratively to determine school development

priorities. As a result, leaders have made significant progress towards all of the recommendations from the previous inspection.

Learning and teaching

Nearly all staff are highly effective language models, varying tone and volume expertly to direct, instruct and question their pupils. In response, most pupils display highly developed oracy skills for their age, with a few communicating exceptionally well, using technical vocabulary appropriately. Nearly all pupils are very welcoming of visitors, greeting them warmly and readily engaging in conversation. They are keen to share what they are learning and are evidently proud of their achievements.

As a result of the strong emphasis placed on the school's values, nearly all pupils have highly developed social skills for their age and stage. They are polite and respectful to their peers and to adults, treating others with kindness. Nearly all pupils are adept at taking turns and listen attentively to their teachers and their peers. Nearly all pupils are highly engaged, enthusiastic and curious with regard to their learning.

Staff support is highly effective and patiently applied. Pupils are allowed to first problem solve before staff step in to support. As a result, nearly all pupils develop their resilience and independence rapidly over time. Purposefully planned opportunities support many pupils to further develop their independence and self-organisation. This is equally evident in classrooms, where pupils organise their resources, equipment and working area without direction, and during outdoor learning where pupils solve problems in authentic contexts. For example, older pupils use ropes and landscape to create an obstacle course.

Nearly all teachers know their pupils extremely well. In the best lessons, this knowledge is used in tandem with the pupils' enthusiasm and highly developed independence to provide a bespoke level of challenge. Activities and opportunities in these lessons harness pupils' curiosity, allowing for a broad range of outcomes and rapid, individualised progress. However, in a minority of lessons, activities are comparatively prescriptive and uniform. In these lessons, pupils do not always experience the tailored level of challenge that is characteristic of the school's best practice.

The school's youngest pupils develop their fine motor skills successfully through cutting, sticking and sorting. As they move through the school, pupils build on secure foundations in handwriting, developing fluency, control, and a consistent style. This strong grounding enables them to focus increasingly on the content and purpose of their writing. By Years 5 and 6, most pupils write confidently and effectively for a range of purposes and audiences, using well-formed handwriting and a wide, expressive vocabulary.

Nearly all younger pupils develop their numeracy skills rapidly and are adept at using the four arithmetic operations in context. As they move through the school, nearly all pupils develop their numeracy skills suitably. Across the school, pupils apply their reading skills effectively to access learning activities, and when reading aloud in assemblies. Pupils in Year 1 and Year 2 program robots from written instructions accurately, and Year 6 pupils extract information from texts in a variety of subjects and activities.

Leaders are developing a sound culture of safeguarding at the school. There are robust arrangements for recording and following up when pupils are absent. There is a well understood system to report safeguarding concerns relating to pupils and staff. The school has thorough safer recruitment procedures and ensures that all members of staff receive regular safeguarding training that exceeds the statutory minimum. A few issues relating to policies and record keeping were raised with the school during the inspection. These were successfully addressed.

On the basis of this inspection, there is no evidence to suggest the school does not comply fully with the Independent School Standards (Wales) Regulations 2024.

Compliance with the regulations for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2024. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

The spiritual, moral, social and cultural development of pupils

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

Welfare, health and safety of pupils

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

The suitability of proprietors and staff

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

Premises of and boarding accommodation at schools

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

The provision of information

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

The manner in which complaints are to be handled

On the basis of this inspection, there is no evidence that the school does not comply with this standard.

New recommendations

We have made one recommendation to help the school continue to improve:

- R1. Refine the focus of lesson observations to evaluate pupils' learning as an impact of provision and teaching

Safeguarding

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

What happens next

Estyn advises the proprietor to amend its current development plan to show what actions the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents/carers at the school.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from parent/carer and pupil questionnaires and consider the views of teachers and support staff 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/proprietor(s), leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons and undertake a variety of learning walks to observe pupils learning
- 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 had 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 (where appropriate), 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 (<http://www.estyn.gov.wales/>)

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards (Wales) Regulations 2024. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

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Publications Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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