

**A report on**  
**Brynhyfryd Primary School**

**Llangyfelach Road  
Brynhyfryd  
SA5 9LN**

**Date of inspection: March 2025**

**by**

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

## About Brynhyfryd Primary School

Name of provider	Brynhyfryd Primary School
Local authority	City and County of Swansea
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	478
Pupils of statutory school age	350
Number in nursery classes	57
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 22.9%)	28.4%
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 11.1%)	6.5%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	8.9%
Date of headteacher appointment	01/09/2021
Date of previous Estyn inspection (if applicable)	23/02/2017
Start date of inspection	03/03/2025

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](https://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

Brynhyfryd Primary School provides pupils with a safe and secure environment. Pupils have high levels of support for their well-being within this inclusive and caring school. Vulnerable pupils, in particular, have access to beneficial pastoral support which helps them settle well each day to their learning. The majority of pupils enjoy coming to school. Many behave well and are kind to each other. There is a strong culture of safeguarding at school.

Overall, the quality of teaching at the school does not ensure that pupils make sufficient progress in their learning. Too often teachers do not give pupils the chance to develop as independent learners, and activities do not always challenge pupils to achieve the progress of which they are capable. Teachers do not always use the assessment of pupils' progress to plan the next steps in their learning well enough. At times, the pace of teaching is too slow and pupils become disengaged from their learning. There are regular opportunities for targeted pupils to receive beneficial support through the school's many interventions. As a result, most of these pupils make strong progress towards their individual targets.

The school's focus on promoting the Welsh language is successful in encouraging pupils to speak Welsh and be proud of their Welsh heritage. Most pupils use their reading skills well to support their learning in other areas of the curriculum.

Leaders have improved certain aspects of the school's provision successfully in recent years for example, reading and pastoral support. However, they have not recognised or addressed important shortcomings in the work of the school, such as improving teaching. There is a lack of distributed leadership, which often means that members of staff do not have sufficient opportunities to contribute to the school's work. Members of the governing body are supportive of school but do not challenge senior leaders well enough over the standards that pupils achieve.

## Recommendations

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

- R1. Improve teaching, including the use of on-going assessment to plan appropriate next steps in pupils' learning so that all pupils make the progress of which they are capable
- R2. Strengthen self-evaluation procedures to ensure that leaders identify the most important aspects of the school's work that need improving and link the impact of provision on improving the progress that pupils make
- R3. Distribute leadership more effectively across the school to support school improvement and collaborative curriculum design
- R4. Provide more opportunities for pupils to develop as motivated, independent learners

## What happens next

### Special measures

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

Brynhyfryd Primary School is an inclusive school where staff give pupils a high level of support for their well-being. However, leaders do not ensure that the quality of teaching is consistently strong enough to enable many pupils to enjoy their learning or to make the progress of which they are capable. Over time, leaders have not evaluated the difference that teaching makes to pupils' progress well enough.

Across the school, there are significant weaknesses in teaching and inconsistencies in how well teachers plan for pupils' learning. Teachers do not plan well enough to challenge pupils suitably in their learning, in particular more able pupils. Many teachers do not have a secure understanding of pupils' learning needs. Consequently, too many pupils, including those adversely affected by poverty, do not make progress in their learning at a quick enough pace or achieve the standards of which they are capable. Teachers do not always adapt learning activities well enough to engage all pupils in their learning. In a few classes, pupils develop misconceptions, often due to teachers' lack of subject knowledge.

Teachers of younger pupils use the learning environment both indoors and outdoors appropriately for pupils to consolidate their previous learning and practise their skills. At times, however, these activities do not meet the developmental needs of pupils and are either too challenging or do not allow pupils to develop their skills well enough.

Teachers do not give pupils sufficient opportunities to develop as independent learners. There are too few chances for pupils to direct their own learning, for example by choosing how to present their work.

Teachers' feedback to pupils is largely congratulatory and does not usually focus on how pupils can improve their work. Although leaders have introduced suitable processes to track pupils' on-going progress, teachers do not use this information well enough to plan next steps in pupils' learning.

Across the school, a majority of pupils struggle to talk about their learning and how they could improve their work. Teachers provide pupils with a few strategies, such as using different methods, to use when they find their work challenging, for example when problem solving in mathematics. Generally, teachers do not make the learning intentions clear enough to help pupils to understand the purpose of their work and the skills and knowledge that they will develop within lessons. In the minority of classes, where teaching is most effective, teachers take their time to ensure that pupils have a good understanding before moving on. They ask purposeful questions to check pupils' understanding and allow them time to share their thinking.

Many pupils develop their oracy skills suitably, often from low starting points, and listen well in lessons. Many younger pupils talk about the activities they are engaged in confidently. However, where teaching does not move learning on at a fast enough pace, a minority of pupils become disinterested in their learning.

Many pupils improve their reading skills well. As they progress through the school, they use a range of strategies to help them when they get stuck and develop skills that helps them to access a range of literature across the curriculum. A majority of pupils make appropriate progress in developing their writing skills across a range of genres. However, too many pupils have weak writing skills and all pupils have too few opportunities to redraft their writing to make improvements.

Staff encourage pupils to speak Welsh regularly and many are positive role models in using the language. Throughout the school, teachers plan short and engaging sessions, where pupils have beneficial opportunities to join in singing Welsh songs and rhymes, practice simple sentences and learn new vocabulary. By the time they leave the school, a majority of pupils use appropriate pronunciation. Older pupils have beneficial opportunities to take part in competitions and assemblies helping them to gain confidence in using the language.

A majority of pupils generally make suitable progress in improving their mathematical skills. However, progress in mathematical understanding is inconsistent and teachers do not provide pupils with sufficient opportunities to apply their numeracy skills purposefully in other areas of the curriculum at an appropriate level. Consequently, pupils do not transfer their mathematical knowledge to other areas of the curriculum well enough. There is appropriate provision for the teaching of digital skills. By the time they leave the school, many pupils use their digital skills competently.

Senior leaders plan a curriculum that provides pupils with suitable breadth of learning across all areas of learning and experience. However, class teachers have little input into developing the curriculum, which means that they do not always adapt the learning experiences well enough to meet pupils' needs. Termly topics are built around a big question that pupils explore in their topic lessons. Pupils have a few beneficial opportunities to have a say in what they would like to learn within the chosen topics.

Pupils have worthwhile opportunities to learn about their local area and the society in which they live, for example through stories of Black, Asian and Minority Ethnic people in Wales. The school supports pupils' personal, social development appropriately.

There is a strong culture of safeguarding at the school. Most pupils feel safe and well cared for and have adults to turn to if they feel sad or upset. The majority of pupils enjoy coming to school. Most pupils feel that they are treated fairly. Where there are any instances of

poor behaviour staff deal with the situation appropriately. Most pupils show care and respect for others. They co-operate well and support each other kindly if they are upset or hurt. The majority of pupils behave well in class. When pupils are less well behaved, it is usually linked with the slow pace to teaching, poor classroom management or planned activities that do not engage them well enough, in particular for older pupils. Pupils have a strong awareness of how to stay safe, including when online.

There are beneficial processes in place to improve attendance. The attendance officer works effectively with parents and the welfare service to successfully improve the attendance of targeted pupils.

There is high quality well-being and pastoral support for pupils. Dedicated staff work with vulnerable pupils providing them and their families with bespoke and beneficial intervention support and guidance. The school liaises effectively with a wide range outside agencies to arrange additional support for vulnerable pupils and their families, when needed. The school's provision to support pupils with additional learning needs (ALN) and English as an additional language (EAL) is effective. Staff ensure that pupils benefit from a wide range of interventions that meet their individual needs successfully. For example, targeted pupils enjoy their morning physical activities. Pupils talk enthusiastically about how this provision helps them prepare for the day's learning. As a result of this strong provision, many pupils with ALN or EAL make good progress in their learning over time.

There are many pupil leadership groups but, too often, these are mainly adult led and pupils do not get opportunities to, for example, set their own agendas. As a result, pupils do not always get the chance to develop their leadership skills well enough through this provision.

Leaders do not share out roles and responsibilities across different members of staff sufficiently well. For example, senior leaders plan major aspects of the school's curriculum. As a result, other members of staff and pupils do not have enough input into planning curriculum topics.

Leaders undertake a programme of suitable self-evaluation activities such as lesson observations, talking to pupils and looking at pupils' work. Most judgements that leaders make concentrate on aspects of provision, and they do not focus well enough on the impact of provision on improving pupils' standards. In addition, when leaders do identify areas to improve, they do not always check that staff have made the agreed improvements.

In recent years, leaders have identified and improved aspects of the school's work, such as reading and pastoral support. However, they have not recognised or addressed important weaknesses in the school's work, in particular improving teaching and the provision to



develop pupils' skills. The school has made limited progress on addressing a majority of the recommendations from the last inspection.

Governors visit the school regularly to gain first hand evidence of the progress that it is making on addressing its priorities. They do not challenge senior leaders well enough over the progress that pupils make.

The school has appropriate arrangements to support the professional learning of teachers, often linked to school improvement priorities such as improving reading. There are suitable opportunities for teachers to observe each other's practice within the school. However, as there is an insecure understanding of effective teaching, this work has a limited impact on making improvements. In addition, the school does not evaluate the effectiveness of professional learning well enough.

### **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](http://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](mailto:publications@estyn.gov.wales)

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