

A report on
Brynnau Primary School

**William Street
Brynna
Llanharan
Pontyclun
CF72 9QJ**

Date of inspection: June 2025

by

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

About Brynnau Primary School

Name of provider	Brynnau Primary School
Local authority	Rhondda Cynon Taf 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	251
Pupils of statutory school age	191
Number in nursery classes	29
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%)	10.4%
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%)	3.1%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2022

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Date of previous Estyn inspection (if applicable)	06/11/2017
Start date of inspection	09/06/2025

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 at Brynnau Primary School make at least good progress from their starting points. School leaders, staff and governors place a high value on ensuring that each individual pupil is happy in school and supported and challenged appropriately.

Following a period of staffing turbulence, the headteacher has enabled a relatively new team of staff to re-establish effective teaching over a short period of time. Through careful planning, teachers help most pupils to develop a strong understanding of basic literacy and numeracy. An exciting school curriculum enables pupils to apply these skills through a wide range of purposeful activities. Although pupils provide ideas about what they learn, opportunities to decide how they are going to learn and how they would like to present their work are at an early stage of development.

School leaders consider the needs and interests of each pupil carefully. When needed, highly skilled teachers and support staff provide effective, bespoke interventions that ensure all pupils feel safe, secure and able to learn.

Staff form warm working relationships with pupils. They model and promote the school's values effectively, resulting in a significant and positive impact on pupils' attitudes to learning. The school's approach to promoting positive relationships is highly effective. Nearly all pupils show respect, kindness and consideration for each other and for the adults in school.

Leaders and governors monitor the work of the school closely. They draw upon the views of staff and pupils when considering how well the school is performing and when identifying areas for further improvement. Staff at all levels benefit from purposeful professional development opportunities that enhance their roles well.

Recommendations

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

- R1. Increase opportunities for pupils to plan, develop and evaluate their own learning

What happens next

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

Main evaluation

Leaders, staff and governors have embedded a clear vision of improving pupils' learning and wellbeing through a strong culture of inclusion. The school demonstrates a strong commitment to the care and support of its pupils in a safe and nurturing environment. Strong working relationships between staff and pupils have a significant impact on the well-being, behaviour and attitudes to learning of nearly all pupils.

Following considerable changes in staffing, the headteacher has enabled a relatively new team of staff to re-establish effective teaching in a short period of time. In most sessions, teachers move learning along at a good pace. In nearly all cases, teachers present pupils with an appropriate level of challenge. Teachers are particularly skilled at responding to pupils' learning during lessons. They are quick to notice when pupils do not understand something and change their approach to address this.

Most pupils respond positively and purposefully to feedback. They have strong working relationships with staff and this helps them to see feedback as an important step in their learning rather than a negative judgement. As they move through the school, most pupils come to view challenges as opportunities to grow and improve.

Leaders use a range of information, including the outcomes of social and emotional assessments, to evaluate the progress of all pupils effectively. Leaders hold beneficial progress meetings with teachers to consider how well teaching meets the needs of individual pupils. These meetings are a highly effective way to identify where pupils need additional support at an early stage. Leaders have a clear and strategic oversight of provision for pupils with additional learning needs (ALN) and the progress they make. Staff use advice from a range of external professionals well to meet the needs of ALN pupils.

Well-trained support staff deliver a range of highly effective learning and wellbeing interventions across the school. Close communication between support staff and teachers informs provision for individual pupils well. Staff use their secure understanding of pupils' interests to adapt and improve activities. Overall, nearly all pupils, including those with ALN and those who are eligible for free school meals, make strong progress from their starting points.

Staff at all levels contribute well to the identification of school improvement priorities. Recent observations by support staff, for example, have highlighted inconsistencies in the approach to teaching mathematics across the school. In response to this, leaders have provided beneficial professional development which has strengthened consistency in mathematics teaching and contributed to pupils' improved understanding of the number

system in a short space of time. Improvements to the teaching of reading and writing have had a notable impact on literacy standards across the school.

Teachers use a range of carefully considered questions to develop pupils' oracy skills. This approach encourages pupils to develop as articulate learners who collaborate well in activities across the curriculum. Most pupils develop their reading skills quickly. They learn to use these effectively to research information and to use learning aids such as dictionaries and thesauruses to extend their writing. Most pupils write well for a range of purposes. They develop a sound understanding of the features of writing genres and consider their intended audience suitably.

Most pupils throughout the school develop as confident, competent mathematicians with a strong understanding of number. Overall, teachers provide innovative ways for pupils to apply learnt skills in meaningful contexts. In a very few cases, however, the context in which pupils practise their number skills lacks authenticity and purpose.

Staff involve pupils well in developing a balanced, relevant and engaging curriculum that contributes well to pupils' holistic development. The curriculum celebrates the culture of Wales effectively and enables most pupils to develop a strong sense of their identity. Throughout the school, staff have high expectations for Welsh language development and model language patterns effectively. As a result, many pupils develop good oracy skills.

Most pupils use their digital skills efficiently to support their learning across the curriculum. Younger pupils use simple coding well to create animations. Older pupils turn to a range of programs and applications routinely and use them confidently to complement their learning.

The curriculum offers pupils opportunities to develop an understanding of the historical, cultural and linguistic heritage of the local area, Wales, and the wider world very well. Staff use well-considered questions about the world around us to design a curriculum which successfully develops pupils' ability to evaluate and challenge ideas. The curriculum fosters positive and respectful attitudes to diversity. It challenges stereotypes in ways that are meaningful to the pupils. Pupils develop an understanding of different views and values and the diversity of relationships. Older pupils consider the challenges faced by role models such as Stevie Wonder, a black musician who challenged the concept of having a disability.

Teachers provide pupils with worthwhile opportunities to influence what they learn, particularly at the start of topics. However, opportunities for pupils to plan, develop, and evaluate their own learning as they explore topics tend to be limited. As pupils progress through the school, they are not always given the opportunity to decide how they are going to learn and how they will present their work.

The governing body places a high priority on pupils' enjoyment of school. They recognise the impact this has on attendance and progress and attainment over time. Governors support the work of the school effectively and ensure that funding is allocated effectively to support the needs of all pupils. Governors are fully involved in the life of the school and consider the views of staff and pupils regularly.

Pupil voice groups contribute well to ensuring that pupils' views are considered and acted upon. The school council supports pupils through a range of activities, including making key school policies child friendly and creating Welsh phrase books to promote Welsh at home. Pupils also support the work of the governing body by undertaking health and safety walks which feed into formal health and safety reports.

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:

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