

A report on
Ysgol Gynradd Bynea

**Saron Road
Bynea
Llanelli
Carmarthenshire
SA14 9LT**

Date of inspection: June 2025

by

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

About Ysgol Gynradd Bynea

Name of provider	Ysgol Gynradd Bynea
Local authority	Carmarthenshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	203
Pupils of statutory school age	147
Number in nursery classes	36
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%)	18.2%
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%)	37.4%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2024

A report on Ysgol Gynradd Bynea
June 2025

Date of previous Estyn inspection (if applicable)	06/01/2017
Start date of inspection	02/06/2025

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

Ysgol Gynradd Bynea is a happy, inclusive and nurturing school. In a short period of time, the headteacher has developed strong and productive relationships across the school and its community. Parents appreciate the effective communication they have from the school. Governors are supportive and are beginning to take a more active role in the school community. Leaders, staff and governors promote a strong culture of safeguarding and work hard at promoting good attendance.

The headteacher is beginning to work effectively with staff to develop the school's leadership capacity. Across the school, leaders and staff are positive role models who foster respectful working relationships with pupils and each other. There are effective self-evaluation processes that contribute to improving provision and pupils' progress. This work supports nearly all pupils, including those from low-income households, to make appropriate progress from their starting points.

The school's learning environments inspire pupils and enable them to become more independent in their learning. In particular, staff make highly effective use of the outdoors to support learning for the younger pupils.

Across the school, the effectiveness of teaching is variable. In a majority of classes, teachers provide pupils with a broad range of purposeful and authentic learning experiences that support them to make good progress. In a minority of classes, at times, learning experiences lack purpose and authenticity, which leads to a lack of and pupil engagement. Overall, teaching of literacy, numeracy and digital competence is effective. However, teachers do not always identify pupils' next steps in learning or ensure that they build on their prior learning well enough. The school provides beneficial support for pupils with additional learning needs (ALN). This enables nearly all pupils with ALN to make strong progress.

Across the school, pupils demonstrate positive attitudes to learning and exemplary behaviour. Nearly all pupils feel safe at school and are polite and kind towards each other.

Recommendations

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

- R1. Ensure that learning experiences are consistently relevant to pupils' interests to improve their engagement and progress in learning
- R2. Ensure that feedback identifies next steps in learning and that teachers provide pupils with suitable opportunities to respond and improve their work

What happens next

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

Main evaluation

Leaders and staff create an inclusive ethos that promotes a strong sense of belonging. This helps pupils to feel safe and respected, and to thrive as members of the school's community.

In a short period of time, the headteacher has developed a strong understanding of the school and its community. Leaders have high expectations and work together to provide clear strategic direction. They evaluate the impact the school's provision has on pupils' learning carefully. They use this information appropriately to identify improvement priorities that are understood clearly by staff. Governors work diligently and contribute suitably to the development of the school.

The school has a positive and consistent approach to managing behaviour. This supports the exemplary behaviour of pupils, both in classes and around the school. Nearly all pupils are polite, respectful and kind towards their peers, staff and other adults. Leaders and staff support pupils well in contributing to the life of the school. There are many opportunities for pupils, including those with additional learning needs (ALN), to take up leadership roles in a variety of aspects of school life. These opportunities ensure that many pupils feel that they have a voice in making a difference and feel appreciated as valued members of the school community. The school actively promotes the benefits of good attendance, although not all families engage well with this.

Generally, teaching across the school ensures that nearly all pupils, including those from low-income households, make appropriate overall progress. Often, teachers and support staff use questioning skilfully to deepen pupils' thinking and assess to their understanding. Nearly all pupils are enthusiastic about their learning and engage eagerly in their activities. Across the school, staff work effectively to improve the learning environment. Classrooms are well organised, and pupils know how to locate the resources they need to support their learning. The highly engaging indoor and outdoor provision in the early years is a notable strength.

Spotlight: Developing curiosity and imaginative play in the early years

The early years indoor and outdoor learning areas are thoughtfully designed and provide stimulating environments for pupils. They capture pupils' curiosity and sustain their interest by offering opportunities for imaginative and purposeful play and exploration. They enable pupils to practise and embed key skills, including communication, literacy and numeracy, in authentic contexts. Pupils explore with confidence, make independent choices and collaborate well with their peers. This nurtures their creativity, resilience and social development. The effective balance between adult-led activities and child-initiated experiences ensures that pupils receive appropriate support and challenge. As a result, they make strong progress and develop positive attitudes towards learning.

Throughout the school staff are positive language role models. A valuable range of well-planned learning opportunities help most pupils develop strong speaking and listening skills. Many younger pupils develop their understanding of phonics well and use this knowledge to good effect when reading simple texts. By the time they reach Year 6, many pupils develop a love of reading and read a range of texts well. However, the structured teaching of reading skills, such as inference, deduction and critical analysis, is not as well developed for older pupils. The school is developing a purposeful and progressive approach to teaching writing. Most teachers provide worthwhile opportunities for pupils to develop their writing skills across a range of genres and for a variety of different audiences. Currently, there are too few opportunities for pupils to redraft or edit their writing to bring about improvement. Overall, teachers' feedback to pupils in their written work and in other areas of learning does not help them to move their learning on well enough.

Welsh language development has a strong focus in the younger classes, where every day Welsh is used effectively. Nursery pupils count in Welsh and ask for milk using phrases like "Ga i." In older classes, pupils use Welsh in structured lessons, but they often lack confidence when using it in informal contexts. Teachers provide many opportunities for pupils to learn and appreciate the cultural and linguistic heritage of Wales.

Staff collaborate well to establish a shared understanding of progression in mathematics and numeracy. Overall, most pupils make sound progress in developing their mathematics and numeracy skills. Many pupils use these skills successfully to solve problems, often linked to their topic work.

Most pupils make strong progress in developing a broad range of digital skills, including coding, film making and web design. They engage well in sessions that enhance their digital competence and use a variety of tools confidently to create, record and upload their work.

Provision for the development of physical skills is effective. The youngest pupils benefit from a wide range of activities to develop their co-ordination and balance when building bridges and climbing in the outdoor areas. Older pupils engage in fitness training and individual physical challenges, which support the development of stamina and resilience.

Pupils benefit from frequent opportunities to study the work of well-known artists, which increases their understanding of artistic styles and influences. However, they have too few opportunities to experiment creatively to produce their own original artwork. The development of other expressive arts skills, such as drama, dance and song, is limited across the school.

The school encourages pupils to reflect on their beliefs and spiritual awareness. There are beneficial opportunities for pupils to consider cultural and ethnic diversity, as well as global issues. Staff promote respect and inclusion successfully across the school. Purposeful and age-appropriate opportunities to learn about social and moral issues develop pupils' understanding of values such as empathy, honesty and fairness. There are useful opportunities for pupils to learn about the importance of healthy eating and drinking and most pupils have a good awareness of how to stay safe online.

In a majority of classes, teachers ensure that the curriculum provides pupils with a broad range of purposeful and authentic learning experiences. However, in a minority of classes, at times, learning experiences lack purpose and authenticity, which leads to a lack of and pupil engagement. In addition, teachers do not always ensure that pupils build on their prior learning experiences well enough.

The school has evolved its practices to support pupils with ALN well. Leaders and staff have built upon their knowledge, skills and understanding to support these pupils effectively. As a result, nearly all pupils with ALN make strong progress.

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

This and other Estyn publications are available on our website: www.estyn.gov.wales