

Geraint Jones
Bryn Teg Primary
Llwynhendy
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22/07/2025

Dear Geraint Jones

Interim visit: July 2025

A team of inspectors visited Bryn Teg school recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning across all classes, talk to pupils and staff, consider a range of documentation, and look at samples of pupils' work. The team is grateful to you and the staff for facilitating the process so professionally. Below is a summary of the team's findings from the visit.

Focus of visit

Improve pupils' Welsh language skills

- Leaders work closely with all staff to ensure a clear and effective focus on maintaining a strong Welsh ethos at the school. They develop pupils' love of the language through a range of engaging whole school activities that support pupils' understanding of their local community.
- Pupils have meaningful opportunities to learn about the history and traditions of Wales and contemporary aspects of Welsh culture. Whole school assemblies prepared with the Criw Cymraeg pupil voice group support this work well. Members of this group take great pride in their responsibilities. They support teachers with target language in the 'deg y dydd' drilling sessions.
- Leaders have established appropriate plans to promote the development of pupils' Welsh oracy skills. This includes target language to be used with different year groups. Most teachers and support staff use the target language regularly with the pupils during their general routines and with specific learning activities.

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- Many adults make consistent use of incidental and instructional language in order to promote pupils understanding. As a result, many pupils speak with increasing confidence in a range of familiar contexts. They show a good understanding of familiar language patterns and a range of vocabulary related to their class topics. Older pupils prepare engaging dialogues in pairs and present their work confidently. They use a range of connectives to extend their conversation, producing effective descriptions of well-known characters.
- Leaders evaluate the impact of provision on pupils' progress and use this information to highlight aspects of support and professional learning for individuals and teams as required. Leaders are aware of the need to increase consistency of approach across all classes in order for pupils' oracy skills to develop progressively across the school.

Ensure consistency in the way teachers support pupils to improve their work.

- The school has established a well-considered feedback policy that draws appropriately on a range of approaches to help pupils improve their work and promote consistency in practice across the school. This is beginning to have a positive impact on pupils' progress.
- Leaders have prioritised the effective use of responsive verbal questioning to help teachers gauge pupils' understanding swiftly and address misconceptions as they arise. Where practice is strongest, teachers use timely and purposeful questioning that successfully deepens understanding and moves learning forward.
- The school has developed a useful feedback toolkit that includes a clear system of codes to support how pupils respond to feedback. This helps ensure a shared understanding of the purpose of feedback and promotes consistency across the school. Most pupils understand the codes and use them appropriately in their work.
- Nearly all pupils use self and peer assessment to identify positive aspects of their learning and areas to improve. Pupils respond to this progressively across the school, starting with general comments in Years 2 and 3. Older pupils are beginning to develop their peer and self-assessment strategies to provide feedback that is tailored to precise improvement.
- In writing tasks, most pupils use a helpful approach that supports the development of their ideas. While they often make straightforward improvements to language choices and punctuation errors, they have fewer opportunities to enhance the overall quality and sophistication of their writing.
- Most pupils have a firm grasp of the progress they make in mathematics, based on the use of their progress evaluation sheets. This enables them to explain clearly the progress they have made.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6692390>

Yours sincerely



Liz Miles

Assistant Director