

**A report on**

**Maesybrynn Primary School**

**Lancaster Drive  
Crownhill Estate  
Llantwit Fardre  
CF38 2NS**

**Date of inspection: November 2025**

**by**

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

## About Maesybry Primary School

Name of provider	Maesybry 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	321
Pupils of statutory school age	251
Number in nursery classes	39
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 21.7%)	8.7%
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 9.2%)	6.8%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	*
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2009

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Date of previous Estyn inspection (if applicable)	21/05/2018
Start date of inspection	17/11/2025

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](http://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

Maesybry Primary School is an inclusive school that welcomes, embraces and celebrates all pupils, and their families, equally. Leaders and staff are clear in their determination to meet the learning and well-being needs of all pupils. They support pupils to become friendly and thoughtful individuals who treat other people with care, fairness and kindness.

The school is home to two learning resource bases (LRBs). Pupils here receive well-considered, individualised support that helps most to engage positively with school and make good progress towards their individual learning targets.

Most pupils develop a valuable range of skills as they move through the school. By the time they leave the school, most pupils understand a wide range of vocabulary that they use effectively when speaking. They read ably, progress well in mathematics and develop an enthusiasm for learning and using the Welsh language. Most pupils gain useful writing skills and present their work neatly, though they do not have enough opportunities to write at length.

The school's curriculum is engaging and meaningful. The school sits at the heart of its community, and staff make purposeful use of the skills and experiences of community members to enrich the curriculum. This approach enthuses pupils, helping them to develop positive attitudes to learning and a strong awareness of the lives of others.

Teachers and learning support assistants are skilful in their use of questioning. They adapt their language and questions carefully, helping them to understand the progress pupils are making. This enables them to provide pupils with beneficial feedback and to identify pupils' next steps in learning. In general, they have high expectations of pupils, though on occasion they provide pupils with too many worksheets that restrict pupils from demonstrating their learning fully.

Leaders and staff have a good understanding of the school. They are well-supported by the governing body, who bolster self-evaluation, safeguarding and attendance work capably. Together, leaders, staff and governors establish positive relationships with parents, who value and appreciate the school's work.

## **Recommendations**

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

- R1. Provide more regular opportunities for pupils to apply their writing skills at length
- R2. Give pupils more choice in how they express and present their learning

## **What happens next**

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

## Main evaluation

Maesybry Primary School is a welcoming and inclusive school, where leaders and staff provide pupils with consistently impactful teaching, care and support. This ensures that most pupils make good progress in their learning over time and develop as friendly, thoughtful and empathetic individuals. Staff support pupils with additional learning needs (ALN), including those in the two learning resource bases (LRBs), effectively. A well-considered, individualised approach supports the personal development of most ALN pupils well, helping them to engage positively with their learning and school life.

All staff develop positive, respectful relationships with pupils. Consequently, behaviour and attitudes in lessons, and around the school, are consistently strong. Pupils of all ages demonstrate kindness towards one another and are mindful of how their words and actions can affect other people.

The school has developed a broad and balanced curriculum that fully engages and enthuses nearly all pupils across the school, including those in the LRBs. There are valuable opportunities for pupils in all classes to influence their learning and teachers make sensible use of pupils' ideas when planning class topics.

### **Spotlight: A community-focused curriculum that develops aspiration, empathy and positive attitudes to learning**

Across the school, staff provide engaging, well-planned learning experiences that use local resources, visitors and the community to give topics meaning and purpose. This inspires and motivates pupils, who show excitement, resilience and strong perseverance in their learning. Staff embrace the school's local community to create a curriculum that successfully promotes empathy, respect and understanding of the lives of others, both past and present. The curriculum also helps pupils to develop strong spiritual understanding and establish social awareness through timely and relevant real-life learning opportunities.

The school is a language rich environment where staff model both the English and, increasingly, the Welsh, languages positively. A strong focus on oracy helps most pupils to develop their English spoken language well as they move through the school. They develop a purposeful range of vocabulary that they use confidently and accurately. Similarly in Welsh, most pupils develop their oracy skills well, showing enthusiasm for learning and using the language.

A sharp focus on developing pupils' reading skills is having a positive impact, helping most pupils to enjoy reading and to develop their skills quickly. By the time they leave the school, most pupils read fluently, with expression and firm understanding. A progressive

approach to the teaching of writing helps pupils to improve their spelling, punctuation and grammar as they move through the school. Overall, pupils develop their skills well and present their work neatly, though they do not have enough opportunities to apply these skills through writing at length.

Most pupils develop strong mathematics skills. Most younger pupils swiftly establish a good understanding of simple number facts. Most older pupils explain their thinking clearly to show their understanding of mathematical processes and concepts. The school's provision for the development of pupils' digital skills is appropriate and consequently most pupils make suitable progress in their learning. Overall, most pupils, including those in the LRBs, apply their reading, oracy, numeracy and digital skills productively across the curriculum.

During most lessons, teachers ensure that learning moves on at an appropriate pace. In general, they provide a beneficial level of support and challenge to all pupils, adapting and personalising learning tasks suitably. Staff in the LRBs do this particularly well. They match learning activities to individual needs skilfully, helping pupils to deepen their learning and understanding and to recognise the progress they are making. On occasion though, in mainstream classes there is a tendency to overuse worksheets and narrow learning tasks. Where this is the case, these approaches inhibit creativity and limit opportunities for pupils to present their learning independently.

Staff interact with pupils frequently during lessons, talking to pupils about their learning in a timely manner. They reinforce teaching points well and have high expectations of pupils' verbal responses.

### **Spotlight: The positive impact of questioning on pupils' learning**

Throughout the school, teachers' and learning support assistants' use of questioning is highly effective. They skilfully ask a range of questions that help them to illicit pupils' understanding, gauge their progress and identify any misconceptions. They respond to pupils thoughtfully, providing them with swift and beneficial feedback and clarification and they adapt the next steps in pupils' learning accordingly. Overall, pupils listen carefully to the feedback they receive, appreciate it and use it to move their learning forward successfully.

There are good opportunities for pupils, including those eligible for free school meals and those in the LRBs, to influence the life and work of the school. Pupil groups are actively engaged in fundraising, leading assemblies and helping leaders to design the new school website. These opportunities help pupils to contribute positively to the school community and develop valuable citizenship skills.

There is a strong culture of safeguarding in the school, including a well-established range of strategies that ensure a strong overall rate of attendance. Well-trained leaders, staff and governors contribute purposefully to safeguarding, demonstrating a good understanding of, and commitment to, the role they play in keeping pupils safe.

The school's approach to self-evaluation is well-considered and all staff play a part in considering the impact of the school's work. Governors support the self-evaluation process well. They play an active role and develop their understanding of the school successfully through first-hand experience. There is a well thought out, strategic approach to professional learning, making good links between the needs of individual staff members and whole-school priorities. Working closely with regional advisers and external providers has been highly beneficial in helping staff to develop their teaching of reading and use of questioning. Both are having a positive impact on pupils' learning.

Senior leaders demonstrate a keen determination to support the development of other leaders and staff, enabling them to carry out their roles with confidence and purpose. Consequently, a range of staff lead important facets of the school such the curriculum, ALN provision and well-being successfully.

Leaders and staff have developed highly productive and respectful relationships with parents. Parents greatly appreciate the support the school gives to both them and their children, and nearly all would recommend the school to others.

## **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/carer 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.

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