

Bryn Primary School

Forest Hill

The Bryn

Pontllanfraith

Blackwood

NP12 2PL

26/01/2026

Dear leaders and staff

**Interim visit:** January 2026

A team of inspectors visited Bryn Primary 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, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

### **Focus of visit**

#### **Focus self-evaluation and improvement work more sharply on what pupils know, understand and can do**

- Leaders have strengthened the school's self-evaluation and improvement processes. They consider a comprehensive and holistic range of information well to identify what pupils know, understand and can do.
- Leaders distribute responsibilities for self-evaluation and improvement work effectively. They use professional learning well to help staff at all levels become more confident in evaluating the school's provision systematically and robustly.
- Senior and middle leaders work closely with governors when monitoring the school's work. Through these partnerships, governors have an improved understanding of the progress pupils make, enhancing their capacity to support and challenge the school's leaders.
- Senior leaders scrutinise monitoring and evaluation reports rigorously, enabling them to identify and act upon emerging issues promptly. Leaders provide useful opportunities for staff to work with external professionals and with each other to address these.

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Estyn welcomes correspondence in both English and Welsh.  
Correspondence received in either language will be given equal priority.

- Regular monitoring is beginning to ensure that teachers plan appropriate next steps for pupils' learning. The arrangements for capturing the progress of, and amending the provision for, pupils with additional learning needs is a particular strength.

**Ensure that teachers' feedback addresses errors in pupils' learning more robustly**

- Leaders have provided useful professional learning that has successfully strengthened staff understanding of effective feedback. Ongoing discussion and reflection between staff is improving the consistency of approach and their expectations of what pupils can achieve across the school.
- Teachers use questioning and verbal feedback increasingly well to identify and address errors and misconceptions within lessons. This has had a notable impact on the quality of pupils' work.
- Overall, teacher's written comments are timely and address important aspects that require improvement. The use of written feedback as a tool to move learning forward is at an early stage of development though.
- Pupils value and respond positively to the feedback they receive, making revisions and improvements more confidently. Older pupils now display greater independence, making effective use of support from their peers and classroom displays when checking and improving their work.
- Self-assessment prompts provide useful support to pupils when reflecting upon on their learning. Leaders and staff recognise that involving pupils in the development of these prompts will further improve their ability to assess and improve their own learning.

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/6762256>

Yours sincerely



**Liz Miles**

Assistant Director