

A report on
Bronington Voluntary Aided Primary School

**School Lane
Bronington
Whitchurch
Wrexham
SY13 3HN**

Date of inspection: February 2026

by

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

About Bronington Voluntary Aided Primary School

Name of provider	Bronington Voluntary Aided Primary School
Local authority	Wrexham County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Estyn does not inspect denominational religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for denominational religious education and collective worship to be inspected separately.
Number of pupils on roll	44
Pupils of statutory school age	29
Number in nursery classes	10
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%)	19.2%
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 9.2%)	*
Percentage of pupils who speak Welsh at home	0.0%

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Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2023
Date of previous Estyn inspection (if applicable)	
Start date of inspection	02/02/2026

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

Since its federation to the Maelor Church Federation, the executive headteacher and governing body of Bronington VA School have established a clear and shared vision, underpinned by well-being, inclusivity and high aspirations for all pupils. Leadership is strong and purposeful. The executive headteacher and governors model consistently high expectations for staff and learners and effective collaboration has contributed to sustained improvement over time.

The school places a high priority on pupils' well-being. Nearly all pupils feel happy, safe and ready to learn, and behaviour across the school is exemplary. Strong relationships between staff and pupils foster a calm, respectful learning environment in which pupils demonstrate high levels of care for one another. The school promotes pupils' understanding of rights and values well.

Support for pupils' well-being and for families is a notable strength. Leaders monitor attendance rigorously and provide timely, effective support, resulting in improved attendance. Provision for pupils with additional learning needs (ALN) is highly effective. Staff benefit from targeted professional learning and use a systematic approach to planning, intervention and review, ensuring that nearly all pupils with ALN make strong progress. Staff work exceptionally well with English and Welsh support services to meet the needs of pupils living outside Wales.

Provision for teaching and learning, particularly in the outdoors is strong. Nearly all pupils, including those with ALN and pupils from low-income households, make good progress from their starting points. Reading and writing standards are particularly strong. Pupils develop secure mathematical skills, although opportunities to apply numeracy across the curriculum, especially for older pupils, are more limited.

The school has successfully raised the profile of the Welsh language, and nearly all pupils are enthusiastic about learning Welsh. Opportunities to use Welsh in conversation are limited and as a result, pupils lack confidence when engaging in simple Welsh conversation.

Recommendations

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

- R1 Develop older pupils' ability to apply their numeracy skills appropriately across the curriculum.
- R2 Develop pupils' Welsh oracy skills.

What happens next

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

Main evaluation

In April 2025, Bronington VA School joined the Maelor Church Federation of schools which was itself inspected just prior, in February 2025. This report focusses upon the quality of education at Bronington VA School alone. Future visits will be carried out across the federation.

The executive headteacher and governing body of Bronington VA School have established a clear vision for the school, centred around a culture of well-being, inclusivity and high aspirations for all learners. The executive headteacher provides strong leadership, setting and modelling high expectations for both staff and pupils. Together with governors, she has built effective working relationships amongst staff across the federation, successfully embedding the school within the Maelor Church Federation.

The school places a high priority on ensuring that all pupils feel happy, safe and ready to learn. Staff build positive, supportive relationships with pupils and maintain high expectations that foster a positive culture for learning. Nearly all pupils enjoy coming to school. They engage enthusiastically in their work and behave impeccably. The school successfully promotes pupils' understanding of rights and values. In turn, nearly all pupils display high levels of respect and care for adults and each other.

Provision for the well-being of both pupils and their families is a strength of the school. Staff use their comprehensive understanding of each pupil to provide caring and skilled support for their holistic development. Leaders promote and monitor attendance rigorously. The school provides prompt and effective support for families, and this has a positive impact on attendance.

The school provides highly effective support for pupils with additional learning needs (ALN). Professional learning provides staff with up-to-date specialist knowledge and skills that enable them to support pupils' needs as they arise. Teachers set appropriate targets, provide purposeful intervention and regularly review progress for pupils with ALN. This systematic approach supports nearly all pupils with ALN to make strong progress towards the targets set out in their individual development plans.

Spotlight: Effective collaborative working with additional learning needs support services in England and Wales

The school provides education for ALN pupils who live just outside of Wales and are supported under the English Special Education Needs and Disabilities (SEND) system. The school has a thorough understanding of the processes and procedures of both systems and uses highly effective relationships with colleagues in England to access and coordinate specialist services, advice and funding for relevant pupils. This ensures that all pupils with ALN continue to receive a consistent and high level of bespoke support.

Leaders and governors evaluate the work of the school well, working strategically and swiftly to bring about necessary changes to important aspects of the school's work and securing a track record of improvements over time. Teachers make good use of opportunities to collaborate with staff across the federation and within the local cluster of schools to reflect upon and further refine their strong provision for teaching and learning.

Spotlight: Providing a highly effective enabling environment for younger pupils

Teachers have carefully planned a well-resourced indoor and outdoor environment that promotes younger pupils' independent learning skills effectively. Staff make excellent use of the entire school grounds to provide pupils with opportunities to explore nature, develop their physical, mathematical and communication skills and to ignite their curiosity. Most pupils demonstrate high levels of interest when playing alongside others or following their own fascinations independently. Staff make careful observations, capturing early skills development through play and identifying individual pupils' schemas well. Teachers use this information skilfully to tailor learning activities to individual pupils, successfully promoting cognitive, emotional and physical development.

Nearly all teachers plan to develop pupils' skills effectively. Nearly all pupils including those with ALN and those from low-income households, make strong progress from their starting points. Most younger pupils enjoy sharing a range of books and soon learn to retell events and discuss characters. By the time they leave school, many pupils are fluent, enthusiastic readers who read with good pace, comprehension, inference and expression. Effective provision for early writing development ensures that most pupils progress from simple mark-making to emergent writing and writing for different purposes quickly. Older pupils write for a range of purposes and audiences, organising their writing into lively, interesting paragraphs that include well-chosen vocabulary.

Most pupils develop strong mathematical skills. The youngest pupils develop a sound understanding of number and older pupils use a range of mathematical operations to solve problems. Pupils develop a good understanding of how mathematics can be applied to real-life situations. However, opportunities for pupils to apply their numeracy skills

across the curriculum are limited and do not always provide sufficient challenge, particularly for older learners.

Across the school, most staff model and promote the Welsh language and culture well. However, older pupils do not have enough opportunities to use Welsh and lack the confidence to hold simple conversations.

The school's curriculum is engaging and purposeful learning experiences support pupils' holistic development well. Pupils across the school influence what and how they learn and nearly all pupils are highly motivated to learn and to produce work of a high standard. The curriculum supports pupils' social and emotional development well and provides good opportunities to explore spiritual, moral and cultural themes. Most pupils develop strong digital skills and use these routinely to support their learning across the curriculum.

Staff support learning effectively during lessons. They use questioning well to develop ideas and understanding and to provide useful feedback to pupils. Nearly all pupils use the feedback they receive to make informed improvements to their work.

Nearly all pupils, including those with ALN, have opportunities to develop their leadership skills through participation in the school's pupil leadership groups. Close links with local early years providers and the local cluster of schools enhance arrangements for supporting pupils when they join the school and when they move to their next stage of education.

The school has comprehensive arrangements to ensure the safety of pupils. Staff and governors understand their responsibilities in keeping pupils safe and they carry out their safeguarding roles effectively. Through a close relationship with the school, governors support school improvement and staff well-being effectively.

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. The school is currently facing financial challenges and the governing body are working with the local authority to address these.

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)

The report was produced in accordance with Section 28 of the Education Act 2005.

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