

Brynhafren C.P. School  
Crew Green  
Shrewsbury  
Powys  
SY5 9BJ

02/06/2026

Dear leaders and staff

**Interim visit:** May 2026

A team of inspectors visited Brynhafren C.P. School recently to consider progress in relation to the 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**

**Continue to improve assessment approaches to ensure that pupils have regular opportunities within lessons to reflect upon their learning and make improvements**

- Teachers' questioning and verbal feedback generally supports pupils to think about their learning, address their misconceptions and bring about improvements to their work.
- Teachers provide helpful criteria to guide pupils to complete written tasks. Many older pupils are beginning to use these criteria appropriately to keep their own progress under review and to complete tasks successfully.
- Older pupils respond to feedback to correct errors identified by teachers. However, they do not always develop an understanding of why the error has been identified or what they might do to avoid making it again in the future. In these instances, marking plays a limited role in supporting learning and progress.

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- During free choice topic work, the oldest pupils identify how they want to present their work and what they want to include in it. They reflect appropriately on their progress in achieving what they originally set out to do.
- School leaders identify that their work in supporting pupils to develop as reflective, independent learners remains at a relatively early stage of development.

**Improve the early years indoor learning environment to ensure that younger pupils have valuable opportunities to develop skills through play and exploration**

- Leaders and teachers have worked effectively with external professionals to create an indoor learning environment that is engaging, purposeful and responsive to pupils' interests and developmental needs.
- Leaders and teachers have developed the learning areas thoughtfully over time to ensure that they provide a purposeful range of experiences that support pupils' learning and independence effectively. Most younger pupils access resources confidently.
- Most younger pupils apply their literacy, numeracy and communication skills in meaningful contexts, such as planning and recording ideas within the weather studio.
- Teachers use questioning and observations effectively to extend pupils' thinking and build on prior learning. They respond well to pupils' interests and ideas, enabling pupils to influence their learning and engage purposefully in activities for sustained periods.
- Through collaborative and purposeful learning experiences, teachers support pupils effectively to develop their problem-solving, physical and social skills.
- Pupils demonstrate good levels of independence, creativity and collaboration during independent play. They devise imaginative games and work cooperatively to complete practical tasks such as baking.
- Pupils generally benefit from a suitable balance of whole-class, group and focused learning activities. However, at times adults provide too much direction and focused sessions are occasionally too long. At times, this restricts opportunities for pupils to engage in sustained independent play and exploration.

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/6662053>

Yours sincerely



**Liz Miles**

Assistant Director