Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

Bryn Teg Primary

Llwynhendy
Llanelli
Carmarthenshire
SA14 9ET

Date of inspection: June 2022

by

Estyn, Her Majesty's Inspectorate for Education

and Training in Wales

About Bryn Teg Primary

Name of provider	Bryn Teg Primary
Local authority	Carmarthenshire County Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	265
Pupils of statutory school age	193
Number in nursery classes	44
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 the primary sector is 21.3%)*	42.7%
Percentage of pupils identified as having additional learning needs (a) *(The national percentage of pupils identified as having an additional learning need in the primary sector is 22.2%)*	32.1%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	2.6%
Date of headteacher appointment	April 2015
Date of previous Estyn inspection (if applicable)	
Start date of inspection	06/06/2022

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.

Overview

Pupils at Bryn Teg Primary enjoy attending school. They feel that it is a happy and caring place, where all staff value their thoughts and opinions and treat them equally. Pupils are polite and eager to talk to adults and speak positively about their school, and especially about how much they appreciate learning outside. Nearly all pupils feel safe and know whom to approach if they are worried or concerned about anything. Throughout the day, most pupils behave very well around the school and treat each other and adults with respect.

Over their time in school, and from quite low starting points, pupils, including those in the specialist centre, make good use of the wide range of learning experiences on offer and make good progress in most areas of learning. However, their Welsh language skills are underdeveloped. Pupils enjoy being leaders and supporting staff to make decisions about improving their school, they also provide thoughtful opinions and ideas about what they would like to learn.

Since arriving at the school, the headteacher, with support from school leaders and governors, has created a dedicated team of professionals and successfully placed well-being and improving standards firmly at the heart of school life. Partnerships with parents are extremely effective and the school has earned their trust, particularly when deciding the right approaches to adopt so that their children can make progress. All staff are developing their professional skills and knowledge together well. This enables them to adapt provision to best meet individual pupils' needs. Leaders and staff are clearly on their way to implementing a curriculum that is real and reflects the needs of the community. They have invested well to make beneficial changes to the inside and outside learning environments. Overall, school leaders and governors keep the work of the school under close review and there are good arrangements for monitoring the quality of ongoing developments. There are times, however, that leaders do not focus sharply enough on ensuring that practice across the school is consistent.

Recommendations

R1 Improve pupils' Welsh language skills

R2 Ensure consistency in the way teachers support pupils to improve their work

R3 Improve the attitudes to learning of a few pupils from Year 3 to Year 6

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to supporting pupils and parents mental health, for dissemination on Estyn's website.

Main evaluation

Learning

On entry to the school, many pupils' language and mathematical skills are below the expected level for their age. As they move through the school, most pupils, including those with additional learning needs and those in the specialist centre, make good progress from their starting points and achieve good standards in most aspects of their learning.

Nearly all pupils in the youngest classes listen attentively to adults and to the views of each other. For example, pupils in reception listen carefully to others when discussing the important features of different vehicles. As they move through the school, many pupils' listening skills develop well. By Year 6, pupils listen carefully to presentations given by others, offering their opinions and views on what they have heard. However, a few older pupils do not listen carefully enough to the introductions to lessons and, as a result, do not always have a clear understanding of how to complete tasks.

Pupils that are new to the English language make good progress from their individual starting points. They adjust to the new language, school life and learning very well. Most pupils in the specialist centre make good progress against their speech and language targets. They communicate effectively, for example when speaking to adults about their learning. Many pupils collaborate well, take turns, share and help each other when playing. Across the school, nearly all pupils make good progress in developing their English-speaking skills. Younger pupils use a wide range of words and phrases to express their thoughts and views. For example, pupils in the nursery class describe which materials they plan to use to decorate their fire engines and Year 2 pupils explain confidently the ingredients needed to make a potion. As they move through the school, pupils' communication skills progress well. In Year 3, pupils articulate their views positively when debating whether animals should be kept in zoos. Older pupils discuss worldwide issues knowledgeably, such as the importance of sustainability.

Younger pupils respond appropriately to a range of instructions given in Welsh and are beginning to reply using simple Welsh phrases and vocabulary. A minority of older pupils communicate basic information about themselves. For example, they describe the foods they like and dislike. However, the progress that most pupils make in developing their Welsh speaking skills is limited and many pupils are not confident when speaking Welsh outside the classroom setting.

Most pupils make sound progress in developing their reading skills. The youngest pupils recognise letters and sounds correctly and are beginning to identify words confidently. Most older pupils read a wide range of texts accurately with tone and expression. They gather information from a variety of different sources to enrich their work. For example, they collate and present information when researching about Tudor life.

Most pupils writing skills develop well. In the nursery, more able pupils draw a story map of a railway journey through purposeful mark making. By Year 2, most pupils

write coherent instructions, explaining how to look after their teeth. As they travel through the school, most pupils' writing skills develop well. By Year 5 most pupils identify the key features of different types of texts and use them accurately in their writing. They use a variety of description, including alliteration, similes and metaphors to enrich their work, for example when writing a story that creates suspense. However, the presentation skills and handwriting of a minority of older pupils' are underdeveloped.

In the early years, nearly all pupils make good progress in their mathematical development. By Year 2, they have a sound grasp of number facts and can add and subtract two-digit numbers using a number line. Most can measure using standard and non-standard measurements and have good understanding of money, for example when adding coins to pay for items in the class role play shop. As pupils move through the school their mathematical skills develop well. By Year 4 most pupils have a good understanding of length, mass and capacity and can use standard units of measurement effectively, such as when working out the height and width of robots. Most older pupils use their data-handling skills appropriately, for example when comparing the sugar content of fizzy drinks and representing the data in graphs and charts. However, pupils do not always use their numeracy skills to the same level in activities across the curriculum as they do in mathematics lessons.

Most pupils use their digital skills well across the curriculum. Younger pupils use tablet computers confidently to support their learning and upload their work to online portfolios independently. Older pupils use a range of software applications successfully, when programming robots and rockets that they design. They use databases productively and can create graphs and charts to represent their data about predators.

Overall, pupils' creative skills develop well. The youngest pupils use a range of natural and manmade materials to produce good quality pieces of art, for example when creating dinosaurs in the wildlife meadow. By Year 6, many pupils can illustrate characters for their own stories based on the work of famous illustrators and produce a wide range of good quality craft work for the school eisteddfod competitions.

Well-being and attitudes to learning

Pupils’ well-being is at the heart of the school’s work. Nearly all pupils speak confidently and with pride about their school. They feel it is a happy and caring place, where all staff value their thoughts and opinions and treat them with respect. Nearly all pupils feel safe and know whom to approach if they are worried or concerned about anything. They make very good use of the wellbeing and mental health support that is available to them and appreciate the wealth of outdoor learning experiences the school has to offer.

Nearly all pupils are polite and thoughtful. They treat each other, adults and visitors with respect and care. They behave very well in lessons, when moving around the school and during break and lunch times.

Nearly all pupils have a good awareness of fairness and equality. These important values are developed and strengthened daily through the school's core values of respect, well-being and independence. Teachers reinforce these values effectively

during sessions, for example when sharing important messages during collective worship and through purposeful circle time that allows pupils to reflect on their and other people's actions. Most pupils have a sound understand of their rights and contribute effectively to class discussions on the rights of the child and anti-bullying.

Nearly all pupils have a good understanding of the importance of eating and drinking healthily and keeping fit. They participate enthusiastically in physical education lessons and extracurricular sports tournaments. Nearly all pupils make very good use of the school's thoughtfully developed outdoor areas and various equipment to promote health and well-being during the school day. For example, they develop their gross motor skills effectively by using the adventure playground and the exercise and fitness equipment. Many pupils develop their aerobic fitness by participating in the 'active travel' scheme when cycling or using a scooter to journey to school.

Many pupils show positive attitudes to their learning and are enthusiastic learners. They work together effectively and stay on task over extended periods. Nearly all younger pupils listen attentively to their teachers and work consistently well together on independent tasks. Many older pupils show high levels of motivation and interest in their work. However, at times, a few are disengaged during the introduction to lessons and main activities. As a result, these pupils do not always achieve as well as they could.

Most pupils respond positively to the opportunities they are given to influence what they would like to learn about the theme for the term. They contribute to planning by sharing their views and ideas in a variety of ways including through discussion and using technology. Their ideas are incorporated into tasks that all pupils complete during the term.

Many pupils, including those with additional learning needs, take on leadership roles within the school. They participate effectively in the variety of groups, which include the school and eco council and sports ambassadors. These pupils play an active role in decision making in the school. For example, pupils on the eco council have worked to reduce the school's carbon footprint by planting trees and encouraging everyone to recycle their waste. Pupils on the school council have been influential in designing the school's adventure playground and are part of the decision-making processes when deciding which venues should be considered for end of year whole school trips.

In the best practice, pupils respond well to the feedback from teachers, which supports pupils to improve the quality of their work. In these cases, pupils engage effectively in discussions with teachers as they identify what they are doing well in their work and how to improve it further. However, this is not consistent across the school.

Owing to the coronavirus pandemic, inspectors will not report pupils' rates of attendance during the academic year 2021-2022. Inspectors will, however, consider the school's provision for monitoring and improving attendance as part of inspection area 4 (care, support and guidance).

Teaching and learning experiences

The school provides a broad and balanced curriculum that builds successfully on pupils' previous knowledge. Nearly all teachers have good subject knowledge and plan effectively to ensure continuity and progression. They manage pupils' behaviour well and many pupils remain on task during lessons. Across the school, the majority of lessons move at a steady pace. Overall, most pupils engage well during lessons, and enjoy their learning.

All staff are good language role models and have high expectations for behaviour. They build positive working relationships with pupils and develop a strong culture of respect and a caring environment for others throughout the school.

All teachers plan appropriately for the development of their digital and literacy skills across the curriculum. They ensure that pupils have useful opportunities to build on previous learning and develop new skills. For example, Year 4 pupils study the features of instructional writing in language lessons and reinforce these skills in their cross curricular work when writing instructions for making Roman shields. However, opportunities for older pupils to apply their mathematical skills to other areas of the curriculum is less well developed. A minority of teachers use Welsh effectively during lessons to develop pupils' ability to speak Welsh in everyday situations. However, not all teachers provide purposeful opportunities for pupils to develop their Welsh language skills and, as a result, pupils' skills are underdeveloped.

Outdoor provision is a strength of the school. Teachers make highly effective use of the outdoor environment to enhance the learning experience. For example, when learning about planets, older pupils use natural materials to recreate the constellations. The well thought out school grounds further enhance provision for the development of pupil's physical and teambuilding skills.

Staff know the local community very well. As a result, they successfully implement a range of support for pupils and their families. Provision for personal and social education develops pupils' understanding of their own well-being and identity successfully. Staff use a wide range of initiatives and strategies very well to support the mental and physical health of pupils. This contributes to a calm working environment where parents feel welcome, and pupils feel listened to and able to ask for help if they need it. The curriculum provides useful opportunities for pupils to learn about healthy eating. For example, younger pupils learn about the importance of eating fruit and vegetables and having a balanced diet.

Staff have prepared well to implement the Curriculum for Wales. They work collaboratively to implement a shared vision for learning. The whole school curriculum overview provides a clear plan for the delivery of the four purposes and six areas of learning. The school arranges visits to a range of places of interest to develop pupils' awareness of their local area, heritage and culture. For example, Year 2 visited Cardiff Castle to bolster their learning about castles. Teachers plan topics that broaden pupils' horizons. The use of virtual reality headsets successfully engages pupils in their lessons about Egypt. However, opportunities for pupils to have an appropriate understanding of their local community and Wales are not utilised fully.

A whole school approach to assessment suitably informs teachers' planning and pupils' next steps. In many classes, including the specialist centre, teachers use questioning effectively to assess pupils' understanding. In a few classes, teachers are highly effective at involving pupils in assessing their own work and the work of their peers. This is successful in supporting pupils to understand how they can improve their work, for example by making better vocabulary choices in their descriptive writing when writing a suspense story. Many teachers provide worthwhile verbal feedback to help pupils improve their work. However, this is not used consistently across the school and a few important areas for improvement are not always identified. For example, spelling, handwriting and basic punctuation errors are not always corrected. Teachers make good use of a range of summative assessment procedures to track pupils' progress, including their well-being. They use this information well to implement worthwhile intervention programmes that support the learning and mental health needs of pupils.

The school communicates effectively with parents about their child's progress. Online parent meetings and written reports are appreciated well by parents and provide useful information about how pupils are doing in school and what they need to do to improve.

Care, support and guidance

All staff know the pupils, their backgrounds and the local community very well. School leaders ensure that the school is a caring and nurturing community where pupils feel safe, secure and happy. They create an inclusive ethos and a team around the family approach based on significant mutual respect and trust between staff parents and pupils.

Leaders and staff have developed a range of effective systems to ensure that pupils and their families receive the encouragement and support they need to thrive at school. Their work to support pupils' and parents' mental health and emotional well-being through a wide range of nurture strategies is an outstanding feature. For example, the school employs a family inclusion officer to deliver specific support to identified pupils and their parents. This helps pupils to regulate their emotions and provides parents with a better understanding of why their children sometimes behave poorly and how they can best address this. Parents and pupils value this support. For example, pupils talk openly about how staff have provided them with techniques to manage their emotions.

The school is highly inclusive and supports pupils with a range of complex needs in mainstream and in the specialist centre very effectively. There are robust arrangements to support the transition of pupils into the centre and mainstream school. Provision supports language development well and enables the pupils to make good progress against their targets.

The school has robust procedures to identify pupils' additional needs swiftly and to track their progress. All pupils with additional learning needs (ALN) have useful written summaries, which include vital information about their needs. Staff and outside agencies review and update effective plans to support pupils in annual meetings. These meetings focus appropriately on what is working well and what could be improved to support pupils to make better progress. The school's provision

for pupils with ALN is highly effective. As a result, by the end of Year 6, most pupils make good and at times very good progress from their starting points. The school is preparing well for the transition to the new ALN arrangements.

Staff work hard to establish strong working relationships with parents. For example, The family inclusion officer meets parents when arriving at school, she supports families and monitors attendance and lateness robustly. The school organises useful workshops to support parents in areas of concern, such as establishing routines for improving behaviour and how to support pupils' reading and online learning. This encourages parents to take an active role in their child's learning and development. The school has suitable provision for pupils for whom English is an additional language.

There are a wide range of pupil voice groups across the school and membership is irrespective of pupils' ability or background. Nearly all pupils know that staff will listen to their views and take them seriously. For example, pupils designed the markings in the school play area. The school and governors have engaged in a great deal of work to ensure that pupils know the importance of healthy eating and drinking and taking exercise.

Most pupils are aware of their own religion and the similarities and differences of other religions. Many have a keen awareness of different festivals and celebrations of significance, such as Diwali and Eid. Teachers ensure that pupils regularly consider values such as trust, honesty and respect through specific events and thoughtful collective worship. Leaders ensure that all pupils are taught about the importance of caring for others, through random acts of kindness, anti-bullying week and supporting others who are less fortunate. Most recently the plight in Ukraine has encouraged discussion and thought provoking dialogue, particularly among older pupils.

Through the school's good work on developing a thoughtful relationships policy, teachers regularly identify opportunities for pupils to reflect on issues around equality, diversity and inclusion. Staff ensure that pupils understand and act with awareness and sensitivity to issues raised. This is particularly true for older pupils who, as part of their work on diversity and equality, explore a range of related issues including those facing LGBTQ+ people. Staff ensure that learners successfully develop values of empathy, courage and compassion, for example when studying the consequences of the Holocaust.

To celebrate Welsh heritage, staff arrange visits to local landmarks and places of interest in west Wales, such as Pembrey and Pendine. In addition, the school holds events to celebrate St. David's Day, including an annual school eisteddfod with pupils also performing in the local Urdd eisteddfod.

School leaders have developed robust systems to ensure that the safety of all pupils is paramount and this ensures a solid commitment from all staff to secure a strong culture of safeguarding across the school.

Leadership and management

Since his appointment, the headteacher has worked tirelessly, alongside senior leaders, to create a strong team ethos among all staff, while ensuring that the welfare

of all pupils is crucial. He provides strong, considerate leadership and with all staff has created an inclusive culture where all pupils feel safe, secure and have a strong sense of trust. All leaders, including governors, have a very good understanding of the diverse needs of individual pupils and the local community, and make every effort to meet these needs effectively. They have high expectations of each other, their staff and the pupils.

The headteacher has a clear vision for building leadership capacity across the school and the wider leadership team contributes effectively to school improvement. There is strong leadership at all levels and this has improved the school's capacity to manage change effectively. For example, the school's premises manager attends leadership coaching sessions, this empowers him to make decisions and improve learning environments and pupils' experiences. The roles and responsibilities of leaders and staff are well defined and communicated clearly. Overall, senior leaders have a good track record for improving pupil performance and the quality of education.

Communication across the school is a strength. There is clear timetable for all monitoring activities and leaders draw upon a range of first-hand information to inform their judgements. Overall, the school is developing a good track record of reviewing and developing its provision, for example monitoring identified a need to improve the writing skills of pupils across the school. Following research into effective ways to enhance the standard of writing, leaders implemented a clear strategy across the school that has improved the writing ability of all pupils significantly. Generally, leaders identify areas for growth well, although in a few instances monitoring opportunities miss areas in teaching that need to improve.

Leaders give a high priority to developing all staff and are effective in creating a culture and ethos of a learning organisation. There is an ongoing focus on improving teaching across the school. Strategies to identify and share effective practice are successful in improving most aspects of learning and teaching. Staff have utilised professional learning opportunities by undertaking research to improve their own teaching. For instance, teaching staff have shared examples of good practice to improve pupils' resilience in completing their tasks. This work is beginning to impact positively on what pupils can achieve. The performance management of all staff is well co-ordinated and links well to school improvement priorities.

Work to address national priorities is progressing well. The school has robust and effective processes to track pupils' progress in developing their literacy and numeracy skills. Most pupils have effective digital skills and teachers have rapidly expanded their approaches to using these as a teaching tool. All leaders place a strong emphasis on raising the achievement of all pupils, including the most vulnerable.

The governing body has a wide range of skills and experience and supports and challenges the work of the school well. Governors have a good understanding of the school's strengths and areas for improvement and play an important role in supporting the school's strategic vision. They work alongside leaders and contribute appropriately to evaluating the work of the school. This helps them to keep up to date with the school's progress in implementing improvement work. They support the headteacher well to manage and deploy the school's resources effectively. For

example, they have assisted the headteacher in introducing a resource to support pupils' mental health as well as developing the outdoor areas to improve pupils' physical and creative skills. Governors have a good understanding of their role in ensuring that the school has appropriate arrangements to promote healthy living.

The school uses grant funding highly effectively. Leaders aim to ensure that all pupils who require bespoke interventions to improve their learning or well-being can access the support they need, for example by increasing capacity to create nurture groups and developing interactive outdoor learning zones. such as the wildlife meadow, which impact positively on pupils' skills development. Leaders and teachers track individuals and groups thoroughly to ensure that interventions, funded by grants, support pupils to make good progress.

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

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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