



Report summary for parents and carers on Bryncethin Primary School

Date of inspection: November 2024

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

Summary

Most pupils at Bryncethin Primary School behave well and are polite and respectful to one another. They are developing a sound understanding of their sense of place through learning about their locality as well as being a citizen of Wales. Many pupils enjoy coming to school and play an active part in its development through taking up leadership roles, such as the digital leaders. However, too many pupils do not attend school regularly enough.

By the time they leave school, a majority of pupils have made suitable progress from their starting points, including those with additional learning needs and those who attend the local authority learning resource base. However, the overall rate of progress pupils make across the school is too variable. This is due to inconsistencies in the quality of teaching and a lack of opportunity for pupils to be more involved in the next steps in their learning.

Leaders and staff collaborate appropriately on the development of a curriculum to foster a sense of belonging and understanding of the wider world. Although they consider how to develop pupils' literacy and numeracy skills over time, opportunities for pupils to apply these skills in their work are limited and too many pupils do not make the progress of which they are capable.

Leaders monitor the quality of provision and the impact this has on pupils' progress over time. However, these processes do not provide leaders with a clear enough understanding of the school's strengths and areas for development. Overall, leaders and governors do not hold each other accountable enough for the quality of provision or pupils' standards.

Recommendations and next steps

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

R1 Improve leadership at all levels

R2 Ensure that monitoring and evaluation processes identify precisely the strengths and areas for development of the school's work most in need of improvement and contribute effectively to school improvement planning

R3 Improve the quality of teaching to ensure that pupils make good progress with their literacy, numeracy, digital and independent learning

R4 Improve rates of attendance

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations. This is the most intensive level of statutory follow-up. Estyn will monitor the school's progress on a termly basis following the publication of the inspection report.

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).



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