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Elizabeth Berry  
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CF23 7EH

02/07/2025

Dear Elizabeth Berry

**Interim visit:** June 2025

A team of inspectors visited Bryn Celyn Primary School recently to consider how the school has progressed in addressing two of its improvement priorities. 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 develop pupils' ability to write their own content and structure their writing independently, adapting their writing style to suit the audience and purpose**

- Teachers use a variety of effective approaches to create a positive culture for writing and to develop pupils' skills and confidence as writers progressively. This ensures that most pupils make strong progress from their individual starting points.
- Teachers make beneficial use of interesting texts and real-life contexts as a stimulus for pupils' writing. They promote lively discussions in class that support pupils to develop their thinking and to express their ideas effectively. Because of this, most pupils are motivated to write, apply themselves purposefully and are keen to share their work.

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- As they move through the school, pupils write with increasing independence and show a deepening knowledge of the features of different forms of writing. Most older pupils consider how to refine their writing to match its purpose effectively. Overall, however, older pupils do not extend their vocabulary sufficiently or use punctuation accurately enough.
- Where teachers use helpful models and provide precise success criteria, this enables pupils to focus on enhancing specific, relevant aspects of their writing. Teachers are beginning to use this approach more consistently to guide improvement and to sharpen the feedback they give to pupils.
- Leaders make valuable use of professional learning to strengthen teacher's knowledge of effective strategies. They monitor the implementation of agreed approaches to identify aspects of teaching that need further refinement.

### **Develop pupils as effective cooperative learners**

- Leaders have used professional learning to develop a shared understanding of cooperative behaviours across the school. This enables all staff to provide purposeful opportunities for pupils to use their social and communication skills to interact with their peers successfully.
- Teachers model high expectations that encourage pupils to be actively engaged in their learning. They use consistent classroom routines that help pupils to settle quickly and to focus on their learning.
- Most pupils participate thoughtfully when speaking with partners and in group discussions. They listen attentively and respond appropriately to questions and instructions. This helps them to engage purposefully in their tasks and to develop increasing confidence and independence in managing their own learning.
- Staff adapt their teaching approaches skilfully to reflect the developmental and emotional needs of individual pupils. This ensures that most learners, including those with additional learning needs, are included fully in group activities and benefit from working collaboratively.
- Leaders provide beneficial enhanced support through the school's 'Cwtch' provision which helps pupils to better understand and regulate their feelings. This enables them to interact more effectively with peers and to contribute constructively to group activities.

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/6812107>

Yours sincerely

*L Miles*

**Liz Miles**

Assistant Director