

Report following monitoring

Level of follow-up: Significant improvement

Bigyn County Primary

**Bigyn Park Terrace
Bigyn
Llanelli
Carmarthenshire
SA15 1DH**

Date of visit: September 2025

by

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

Outcome of visit

Bigyn C.P is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection. As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

R1. Improve the rigour of self-evaluation and school improvement activities to ensure that pupils receive consistently good teaching in all classes across the school

Since the core inspection, leaders have worked with staff and governors to strengthen self-evaluation and improvement processes, which has secured notable progress in important aspects of the school's work.

The acting headteacher has developed senior leaders' monitoring and evaluation skills effectively, enabling them to understand their responsibilities and accountability more clearly. Leaders have established a robust framework for monitoring and evaluation, including lesson observations, work scrutiny and listening to learners. These processes increasingly focus on the quality of provision and its impact on pupils' progress and well-being. Leaders prioritise professional learning focussed on school improvement priorities.

Governors now take part in monitoring, gaining a clearer understanding of the school's strengths and areas for improvement. They use this information effectively to support and challenge the school appropriately.

The impact of the school's focus on improving the quality of teaching is evident in most lessons. In the most effective lessons, teachers set and model clear expectations and ensure that pupils understand the purpose of their learning. These approaches have had a significant impact on improving pupils' writing skills and their application of these skills in their work across the curriculum.

Through rigorous self-evaluation, leaders identify strengths and areas for development more accurately. For example, they recognise the need to establish clearer systems that focus precisely on tracking the progress of individual pupils and specific groups of learners.

Across the school, effective improvement processes are securing better outcomes for pupils. Many pupils now reflect more effectively on their learning and understand how to

improve their work. Staff collaborate well, share good practice and support each other through peer observation and professional reflection.

R2. Develop an engaging curriculum that meets the needs of pupils and develops their digital, numeracy and literacy skills systematically in meaningful contexts

The school has redesigned its curriculum and refined its vision to reflect the principles of Curriculum for Wales. As a result, most teachers plan meaningful learning experiences that build knowledge, skills and understanding effectively. They use local resources well, engaging with the community and businesses to make learning relevant. Visits to employers and cultural landmarks broaden pupils' experiences and strengthen their understanding of heritage. Leaders are working to embed greater relevance by reflecting the diversity and history of the local community more consistently in daily learning.

Staff benefit from professional learning that strengthens the curriculum and leads increasingly to improved outcomes for pupils. Leaders and staff collaborate well with external providers to refine strategies and ensure alignment. The structured approach to developing pupils' writing skills provides a clear framework, enabling pupils to apply their knowledge across genres with increasing confidence. However, in a very few cases, teachers provide too much scaffolding, which limits the ability of pupils to apply what they have learnt independently.

The school has developed a coherent and effective approach to teaching literacy and mathematics, which has established high expectations for pupils in most classes. Teachers model mathematical language effectively and use consistent approaches that deepen pupils' understanding of key concepts. They collaborate with their cluster schools to plan for consistent skills progression. Most teachers understand what effective pupil progress looks like and use this understanding to raise pupils' aspirations and achievement. As a result, many pupils make strong progress in developing their literacy and mathematical skills.

The planning and implementation of structured and purposeful digital learning throughout the school is starting to improve. Pupils across the school are beginning to use digital applications independently and confidently to support other areas of their learning.

Most teachers create vibrant classrooms that stimulate engagement. The youngest pupils benefit from highly effective learning experiences that develop their communication, creativity and independence well. Most teachers provide purposeful opportunities for pupils to apply skills in a range of contexts and at challenging levels.

The curriculum is now broader, more engaging and better aligned to pupils' needs. This impacts positively on the progress that pupils make. Leaders recognise the need to

provide more frequent and meaningful opportunities for pupils to influence decisions around what and how they learn.

R3. Ensure that lessons and learning activities have a clear purpose and provide opportunities for pupils to understand what they do well and what they need to do to improve further

Most lessons and learning activities have a clear purpose. Teachers plan carefully to address pupils' next steps and design engaging tasks that support progress in lessons and over time. They make learning intentions explicit and demonstrate what good looks like. This raises expectations and helps pupils focus sharply on their learning and take greater responsibility for improving their work.

Teachers use assessment strategies consistently with older pupils, supporting them to engage in peer assessment, self-marking and using success criteria to evaluate their work. While still developing, many pupils reflect thoughtfully on their own strengths and identify areas for improvement. They respond well to verbal and written feedback, particularly where teachers provide regular time for reflection and improvement. Staff work collaboratively to refine questioning and use approaches such as 'pit-stops' and 'working walls' effectively. Many pupils explain their thinking clearly, recall key knowledge confidently and apply their skills accurately in new contexts.

Younger pupils benefit from well-planned and purposeful learning experiences that capture pupils' interest and motivate them to learn. Well-organised and imaginative environments promote independence and support pupils to develop a broad range of skills. Nearly all younger pupils immerse themselves in engaging activities, sustain concentration and enjoy their learning. Staff intervene promptly, question effectively and move learning forward at an appropriate pace. Pupils confidently share their thoughts, persevere when challenged, explore new learning with curiosity and make strong progress from their individual starting points.

As a result of leaders' sustained focus on developing pedagogy, the quality of teaching in most lessons has improved significantly. In the few less effective lessons, teachers do not give pupils consistent opportunities to recognise their strengths or identify the steps needed to improve, and this limits pupils' progress.

R4. Improve attendance

School leaders monitor pupils' attendance well. They have clear first-day response procedures, including telephone calls and text messages to parents when they do not contact the school. Staff use detailed systems to collect and analyse attendance data. They respond promptly to patterns of prolonged or irregular absence by contacting parents and offering support. The local authority education welfare service assists staff in

following up persistent or unexplained absences. Leaders recognise the need to further increase the robustness of their response to pupils' absence and to address how absence is recorded.

There continues to be improvement in overall rates of attendance when compared with previous years, however they remain too low. Rates of persistent absence have improved over the last three years but are still of concern and too many pupils are regularly absent from school.