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Ysgol G.G. Bronllwyn
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10/11/2025

Dear leaders and staff

Interim Visit: October 2025

A team of inspectors visited Ysgol Gynradd Gymraeg Bronllwyn recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took advantage of the opportunity to observe teaching and learning, talk to pupils and staff, consider documentation and look at samples of pupils' work. Below is a summary of the findings of the visit.

Focus of visit

Improve aspects of pupils' digital skills

- Leaders have worked together purposefully to strengthen pupils' digital skills in a wide variety of areas, particularly in data and computational thinking.
- Since undertaking their responsibilities, the digital co-ordinators have worked together effectively to set a clear and robust improvement direction for provision. They take advantage of appropriate professional learning opportunities, which improve their understanding of the area and increase their ability to lead confidently.
- Co-ordinators have produced a comprehensive overview of provision and have developed detailed guidelines for developing data and computational thinking. They have also identified the need to expand this guidance to include all digital aspects.
- Leaders monitor teachers' planning regularly and gather evidence of provision through electronic portfolios. Through this, leaders have a better understanding of what is presented to pupils, ensuring that they meet their needs appropriately.

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- Teachers improve their understanding of teaching digital aspects by taking part in online learning sessions. As a result, they gain confidence when planning together, learning together and sharing ideas on how to present digital aspects that are less familiar to them.
- The youngest pupils gain confidence in their digital skills from an early age. Soon after they begin at the school, they succeed in navigating basic computer programs, such as changing the colour of paint to create simple images of autumn leaves.
- On the whole, the oldest pupils make good progress in their digital skills. As they move through the school, they discuss their skills intelligently and use appropriate vocabulary to explain their learning. However, their skills have not developed widely enough across all digital areas.

Develop regular opportunities for pupils to develop their numeracy skills across the curriculum

- Leaders have prioritised beneficial opportunities for pupils to develop and apply their mathematics skills in a variety of contexts. With the involvement of teachers, they have produced a comprehensive overview of provision, which enables them to plan purposeful and meaningful numeracy experiences for pupils. As a result, many pupils develop and apply their skills successfully.
- Leaders have organised valuable opportunities for staff to attend training and collaborate with other schools. Visits to share and observe good practice, along with support from external partners, have provided teachers with valuable support. This, in turn, has developed teachers' confidence in presenting mathematical concepts to pupils.
- Teachers are beginning to reflect on their provision and ensure that pupils develop their skills constructively over time. Through this, they provide experiences that enables pupils to use their mathematical knowledges and skills in suitable contexts, at appropriate levels of challenge. They also identify areas that are in need of further attention, such as providing extensive opportunities to present and analyse data. However, teachers do not ensure that there is consistent progression and challenge in all aspects of mathematics and numeracy. This aspect of provision is developing gradually but is not embedded fully.
- The youngest pupils' teachers plan effective opportunities for pupils to develop their early understanding of number concepts. As a result, pupils gain confidence in their use of number and apply their understanding well through a wide range of play opportunities.

- At the top end of the school, teachers provide beneficial opportunities for the oldest pupils to build on their skills and understanding of mathematical concepts effectively. This means that pupils develop to become more confident in applying their knowledge in an appropriate range of contexts and experiences across the curriculum.

The school's most recent 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/6742365>

Yours sincerely



Liz Miles

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