

# **Report summary for parents and carers on Ysgol Bryngwyn School**

Date of inspection: November 2025

# Summary

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Bryngwyn School is an inclusive and supportive community within the Bryngwyn and Glan-y-Môr Federation, where pupils feel valued and are well cared for. Staff know pupils well, and this contributes strongly to the school's positive ethos. Most pupils display courteous behaviour to visitors, staff and each other and have positive attitudes to learning, engaging suitably with the routines that teachers establish.

Across the federation, the executive head teacher provides thoughtful and supportive leadership. Governors are faithful supporters of the school and the Federation but do not have a clear or comprehensive enough overview of its strengths and areas for improvement.

The executive headteacher knows Bryngwyn well and offers clear strategic direction aligned to the federation's vision. Senior leaders have established broadly suitable self-evaluation processes which identify improvement priorities appropriately. However, the effectiveness of self-evaluation remains too variable, and there is too much variation in how well leaders hold staff to account. Professional learning is aligned appropriately to school priorities.

Most teachers establish supportive working relationships with pupils. In a majority of lessons, teachers apply sound subject knowledge, provide clear explanations and use suitable questioning to check recall. As a result, a majority of pupils, including those with additional learning needs (ALN), make suitable progress. However, a minority of teachers do not plan effectively enough or have sufficiently high expectations of pupils. Their lessons lack challenge, offer limited opportunities for independent thinking, and move at a pace that does not support progress well enough. As a result, a minority of pupils make limited progress.

The school's leaders do not plan well enough to secure consistent progression in pupils' skills. Across the curriculum, teachers do not provide well-planned opportunities for pupils to apply their literacy, numeracy and digital skills in meaningful, challenging ways. While a few pupils demonstrate strong reading, writing and mathematical skills, a minority of pupils do not make the expected progress in these skills.

The curriculum is shaped by a clear vision centred on supporting pupils to become effective learners, consistent with the federation's overarching aims. Leaders have refined their approach appropriately over time, and pupils benefit from a wide programme of enrichment activities. Provision for pupils with ALN is a strength.

Well-being is promoted strongly, particularly through 'The Wellbeing Centre' and 'Gofal', which offer highly supportive environments. However, pupils' attendance, including pupils eligible for free school meals, remains significantly lower than in similar schools, and strategies to improve this have not had sufficient impact.

# Recommendations and next steps

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## **We have made five recommendations to help the school continue to improve:**

R1 Improve the quality of teaching and assessment

R2 Improve attendance

R3 Strengthen leaders' capacity to evaluate the impact of their areas of responsibility and plan for improvement

R4 Strengthen accountability and the impact of leadership at all levels

R5 Improve the provision for the progressive development of pupils' skills

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

## Full 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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