

A report on

Brynteg C.P. School

**Maesteg
Brynteg
Wrexham
LL11 6NB**

Date of inspection: January 2026

by

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

About Brynteg C.P. School

Name of provider	Brynteg C.P. School
Local authority	Wrexham County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	English-medium
Type of school	Primary
Religious character	
Number of pupils on roll	166
Pupils of statutory school age	126
Number in nursery classes	23
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.7%)	42.7%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	7.1%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	5.6%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2023
Date of previous Estyn inspection (if applicable)	21/01/2019
Start date of inspection	26/01/2026

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Brynteg County Primary School is a welcoming and friendly school where pupils feel safe and cared for. Overall, leaders and staff prioritise pupils' well-being effectively. The school's warm and engaging learning environment ensures that many pupils enjoy coming school and settle quickly to their learning. Daily check-ins allow pupils time to talk with staff or time to calm and regulate, in readiness for learning. Staff know pupils and their families well. They provide a range of valuable emotional support for pupils when needed. Most pupils behave well. They are polite and courteous and play well together. In lessons, most pupils follow instructions well.

Many teachers plan engaging activities based on themes pupils have suggested. A range of visits enrich pupils' learning effectively. Pupils have valuable opportunities to learn about Wales, and to practise Welsh, but their progress in developing their Welsh language speaking skills is slow.

Leaders use professional learning to improve aspects of teaching and learning. A focus on writing, for example, supports many pupils to make good progress in developing their writing skills. Younger pupils make good progress in reading, using strategies that help them decode words and read with increasing fluency.

Leaders and teachers do not ensure that the school's curriculum is planned or delivered effectively enough to support the progressive development of the full range of pupils' skills. This means that pupils do not make the progress they could in important aspects of their learning including numeracy and digital competence.

Younger pupils benefit from valuable opportunities to learn independently and think creatively. In many lessons though, older pupils listen for long periods, and the pace of teaching is too slow. In around a half of these lessons, learning is not matched suitably to pupils' needs and is over-directed by staff. These features of teaching limit the progress of too many older pupils.

Governors are supportive of the school and leaders generally manage spending appropriately. Leaders focus the pupil development grant appropriately to develop speech and language skills and provide well-being support for pupils from low-income households. However, self-evaluation processes are underdeveloped and do not focus sufficiently on teaching and learning. This means leaders do not prioritise or address important weaknesses in teaching.

Recommendations

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

- R1 Ensure that leaders use monitoring and self-evaluation effectively to address the most important areas for improvement.
- R2 Improve the quality of teaching to ensure all pupils make consistently strong progress in their learning.
- R3 Develop the curriculum to ensure it enables pupils to develop and apply their numeracy, digital and Welsh skills progressively.
- R4 Address persistent absence and improve the attendance for pupils eligible for free school meals.

What happens next

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.

Main evaluation

The Headteacher and Governing Body at Brynteg County Primary School have a clear vision that prioritises the well-being of all members of the school community. The school provides a caring and nurturing environment and there is a consistent approach to supporting pupils' emotional health. Most pupils are polite and courteous and settle quickly to their learning. They feel safe and well cared for in school. They know who to approach if they have concerns and trust staff to respond appropriately.

Over time, many pupils, including those with additional learning needs (ALN) and those from low-income households, make suitable progress in aspects of their learning. Most teachers provide calm, well-organised classrooms and there are warm relationships between adults and pupils which help to create a safe, positive ethos. Many teaching assistants provide appropriate support, including a range of interventions to help individual pupils with their literacy, numeracy and well-being needs.

When learning experiences are engaging, most pupils participate positively in their learning. Most teachers communicate clearly and give pupils accurate instructions and explanations. However, teaching often lacks pace, and pupils listen passively for too long in many lessons. In around half of lessons, learning does not match pupils' needs well enough. Teachers do not identify the aims of learning sharply enough and this slows pupils' progress and their ability to reflect on their learning. In a majority of lessons, teachers and teaching assistants provide useful feedback that pupils use to correct errors. However, the impact of feedback on progress varies across the school and teachers and pupils do not have a clear enough understanding of the next steps in learning.

The school is creating a solid culture of reading. Pupils have access to a wide range of engaging books that successfully encourage them to read for pleasure. Many pupils read well. Younger children enjoy selecting books and share what they like about the stories and pictures. They apply their reading skills suitably to support their learning across the curriculum. Many older pupils enjoy reading novels. They read fluently and with expression and talk about events and characters, but they do not build on these skills well enough to deepen their understanding of texts. A purposeful focus on developing pupils' writing skills has enabled teachers to improve their planning for this aspect of the school's work. Many pupils make good progress in writing and write successfully for a range of purposes.

Teachers focus well on developing pupils' knowledge of number and calculation. Younger pupils make effective progress and develop sound mathematical understanding. However, there are not enough opportunities for older pupils to develop the breadth of learning in

mathematics and there are too few opportunities for older pupils to apply their numeracy skills across the curriculum.

Pupils have valuable opportunities to learn about the culture and heritage of Wales, but across the school, staff do not model or use the Welsh language consistently. Most younger pupils respond well to basic instructions in Welsh and use a range of simple sentences and vocabulary. However, a majority of staff do not build on these early experiences appropriately, and this limits the progress many pupils make as they move through the school.

Many younger pupils benefit from valuable opportunities to develop their independence and take responsibility for their learning. When pupils are presented with experiences that engage and challenge them, many show concentration and resilience. However, this is not consistent across the school and in around half of lessons, learning is overly directed by teachers, especially in the older classes. This hinders pupils' independent learning skills, their ability to solve problems and to think creatively.

Many older pupils benefit from opportunities to influence the life and work of the school. These opportunities enable pupils to practise decision making and understand their social responsibility effectively. Members of the School Council contribute to decisions around school improvement, such as raising money to select and buy play equipment for the playground. This has improved pupils' well-being during breaktimes. Many pupils are keen to contribute to assemblies and reflect thoughtfully on applying values such as kindness to their school and lives. Many older pupils know about their rights as children and link these to their responsibilities as citizens. They develop an appropriate awareness and understanding of diversity and equality, and challenge stereotypes effectively.

Following a change in the school's leadership structure, leaders have begun to make improvements in a few aspects of the school's work, including improving provision for writing and a successful approach to ensuring pupils' well-being. They are beginning to carry out a range of self-evaluation activities, but these processes are not rigorous and do not focus well enough on the quality and consistency of teaching and the impact it has on pupils' learning and progress. Leaders do not always evaluate the impact that professional learning has on improving the quality of teaching effectively enough.

Leaders and Governors monitor spending carefully, targeting it on the priorities identified for improvement, such as improving the learning environment. The school uses the pupil development grant purposefully to reduce the impact of poverty on pupils' attainment. Governors have created their own development plan, identifying key priorities for development of their work and skills.

Leaders and governors promote the school's safeguarding culture appropriately. They have sound arrangements in place to ensure all staff and visitors understand their responsibilities in keeping pupils safe. The school has robust procedures in place to ensure pupils attend school regularly and overall, rates have improved. However, the number of persistent absentees, especially among pupils who are eligible for free school meals, remains too high.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. ‘*most pupils...*’ or ‘*very few pupils...*’. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.

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