

A report on
Ysgol Gymraeg Brynsierfel

Dwyfor
Llwynhendy
Llanelli
Sir Gaerfyrddin
SA14 9HD

Date of inspection: January 2026

by

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

This report is also available in Welsh

About Ysgol Gymraeg Brynsierfel

Name of provider	Ysgol Gymraeg Brynsierfel
Local authority	Carmarthenshire County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	3
Type of school	Primary
Religious character	*
Number of pupils on roll	212
Pupils of statutory school age	168
Number in nursery classes	44
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 the primary sector is 22.9%)	23.10%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)	2%
Percentage of pupils who speak Welsh at home	19.4%
Percentage of pupils with English as an additional language	0.0%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2025

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	(Acting Headteacher since February 2023)
Date of previous Estyn inspection (if applicable)	21/05/2018
Start date of inspection	19/01/2026

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

Ysgol Gymraeg Brynsierfel is a caring, happy and inclusive learning community. Staff know their pupils' needs well and foster their wellbeing and learning successfully. One of the school's strengths is the close cooperation with external agencies to support individual pupils by adapting the curriculum to meet their needs. As a result, most pupils are happy to attend school and feel safe there. They have positive attitudes to their learning, and their behaviour is consistently good. The school's various representative committees offer regular opportunities for pupils to undertake responsibilities and develop their leadership skills effectively.

The robust vision of leaders and staff to foster independent, confident and enterprising learners within a homely learning environment is shared with pupils and the wider school community effectively. Leaders use robust self-evaluation processes which enable improvements in provision for pupils' well-being and progress. As a result, most pupils make sound progress in their skills over time. However, teachers do not provide sufficiently purposeful and regular opportunities for pupils to apply their numeracy skills constructively across the areas of learning.

Staff provide a purposeful learning environment to stimulate pupils and offer them valuable support. Across the school, teachers plan regular and beneficial opportunities for pupils to work independently on their tasks. They offer timely oral feedback and useful support to pupils in response to their work. However, there are not enough regular opportunities for pupils to make independent choices about the way in which they want to achieve and present their learning.

The headteacher and staff have a positive relationship and effective communication arrangements with parents. As a result, parents are confident to raise any issue that might affect their children's well-being and learning.

Recommendations

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

- R1 Extend purposeful opportunities for pupils to make decisions about their learning increasingly independently

- R2 Expand the opportunities for pupils to apply their numeracy skills in their work across the curriculum

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

The school is a happy and inclusive learning community where pupils and staff treat each other with respect and kindness. The passionate and caring leadership of the headteacher and assistant headteacher sets a clear strategic direction for the school. They focus well on improving learning and placing pupils' wellbeing at the centre. They have a strong vision of fostering independent, confident and enterprising learners within a home-based learning environment. They are supported enthusiastically by highly dedicated staff who share this vision with pupils and the wider school community successfully.

Leaders and staff have sound knowledge of pupils' needs and in particular their emotional and social needs. A rich range of suitable interventions are implemented within the classroom provision to meet their needs successfully. This supports most pupils to be ready to commit themselves to their work and enjoy their learning.

The school provides suitable support for pupils with additional learning needs (ALN). Their needs are identified at an early stage and purposeful support is provided to promote literacy and numeracy skills and support wellbeing.

Spotlight: Adapting the provision to meet the needs of individual pupils

One of the school's strongest features is the close cooperation with a wide range of agencies to support specific pupils, including those from low-income households, and their families. This includes regular contact with parents to build a relationship of trust and identify their social challenges correctly. The school uses the information skilfully to adapt the provision by ensuring that pupils' needs are met fully. This has a very positive effect on pupils' self-worth and confidence, their sense of belonging and their willingness to come to school.

Leaders have established suitable self-evaluation procedures for monitoring and planning for improving provision and pupils' achievement. They are based on a range of direct sources and leaders use the information appropriately to identify areas for improvement. As a result, the school's improvement priorities focus on improving provision, developing pupils' skills and achieving national improvement priorities. Leaders monitor the effect of the actions closely on the progress of learning and teaching.

Governors are very supportive of the school's work and know the community it serves well. They develop their understanding of school improvement activities, for example by considering the findings of classroom visits and discussing progress in mathematics skills across the school. As a result, their knowledge of the school's strengths and areas for development is thorough.

The headteacher sets and communicates high expectations for staff, pupils and herself. She has created a positive culture to provide consistent professional learning opportunities for all staff. They are encouraged to develop professionally continuously. For example, all members of staff have attended training on the use of suitable strategies to support pupils' wellbeing. This has led to consistency in the school's methods of responding to the needs of pupils who face emotional and social difficulties.

Most teachers develop pupils' skills systematically and gradually during learning activities and over time. This ensures that most pupils develop their knowledge and understanding and make sound progress in their literacy and digital skills along with a range of other skills in various areas of learning. This includes pupils from low-income households and those with ALN. Most pupils make sound progress in their mathematics skills. However, there are few opportunities for pupils to apply their numeracy skills in their work across the curriculum.

Teachers deliver a comprehensive curriculum that stimulates pupils to enjoy their learning. Pupils develop and apply their understanding of spiritual, moral and cultural awareness regularly through a range of engaging texts. Learning experiences are enriched further by inviting visitors to the school and organising educational visits which enable all pupils to develop an understanding of their local area, Wales and the wider world.

Most teachers use a variety of teaching methods effectively to support learning and ensure that the activities move at a suitable pace. They question and provide timely feedback which supports most pupils' progress in their skills beneficially. Most teachers and assistants model the Welsh language effectively and take every opportunity to enrich pupils' language which contributes beneficially to the development of their oral skills. As a result, they develop into competent bilingual learners.

Across the school, staff work together effectively to develop a calm and welcoming learning environment. This contributes successfully to the sense of inclusion that is integral to the fabric of the provision. Most pupils behave consistently well and have positive attitudes to their learning. Many discuss their work confidently, and the highly supportive working relationship between staff and pupils is a strength. They listen carefully to teachers, show pride in their work and respond positively and purposefully to feedback. Most pupils commit themselves to work immediately and persevere with tasks. However, there are few opportunities for pupils to make independent choices about the way in which they want to achieve and present their learning.

Teachers ensure that pupils are prepared for the next steps in their learning through robust transition activities. This means that pupils are ready and confident about taking the next step in their education.

Pupils undertake responsibilities conscientiously on a number of school committees. They appreciate the opportunities they receive to have a positive influence on the life and work of the school and develop their leadership skills. For example, they encourage their classmates to communicate socially with their friends in Welsh.

The productive relationship that exists between the school and the parents is a strength. The headteacher communicates effectively with parents and shares relevant information about school news and events in a timely manner. Many parents feel confident to turn to the school to share any concerns. These supportive relationships enable parents to play an active role in their child's learning.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for the management of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding 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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Publication date: 23/03/2026