

# **Report summary for parents and carers on Brynteg C.P. School**

Date of inspection: 26/01/2026

# Summary

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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 and next steps

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## **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.

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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