

A report on
Ysgol Gynradd Brynsiencyn

Brynsiencyn
Llanfairpwll
LL61 6HZ

Date of inspection: June 2026

by

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

This report is also available in Welsh

About Ysgol Gynradd Brynsiencyn

Name of provider	Ysgol Gynradd Brynsiencyn
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Welsh language school
Type of school	Primary
Religious character	*
Number of pupils on roll	35
Pupils of statutory school age	29
Number in nursery classes	*
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%)	12.1%
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%)	37.9%
Percentage of pupils who speak Welsh at home	65.5%
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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June 2026

Date of previous Estyn inspection (if applicable)	04/12/2017
Start date of inspection	29/06/2026

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 Gynradd Brynsiencyn is a happy, caring and inclusive school where pupils make good progress. The school offers a rich curriculum that considers the local context effectively with many educational visits that help pupils appreciate their area and their heritage.

Pupils' wellbeing and safety is a clear priority. Staff listen to pupils' voice and provide them with purposeful opportunities to contribute to their learning. As a result, most enjoy learning and show very positive attitudes towards school.

Across the age range, the provision for pupils is effective. Teachers provide a purposeful range of practical activities that develop pupils' independence, problem-solving skills and curiosity successfully. The school also promotes values such as fairness, respect and care purposefully, through services and class discussions.

Many pupils develop good oral skills although language errors tend to affect the confidence of a few pupils to express themselves in Welsh. A strong culture of reading has been established across the school, and with effective support from staff, parents and carers, pupils develop their skills robustly. Most pupils make good progress in their writing skills. However, there are not enough regular opportunities for pupils to write extended pieces across a range of genres. Most pupils make good progress in their numeracy and digital skills and apply them skilfully in different contexts across the curriculum.

There is excellent support for pupils with additional learning needs. Teachers and assistants work closely with external agencies to ensure that pupils receive robust support to promote and develop their skills and confidence.

The headteacher has established a clear and ambitious vision for the school and works effectively with staff, governors and the community. The governing body supports the school successfully by focussing purposefully on developing the provision for pupils.

Recommendations

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

- R1 Develop pupils' Welsh spoken language skills further
- R2 Ensure consistency in opportunities for pupils to write at length in different contexts

What happens next

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

Main evaluation

Ysgol Gynradd Brynsiencyn is a happy and caring community where most pupils make sound progress from their starting points. The school provides a rich curriculum that is rooted in the local community on Anglesey. Educational visits reinforce this successfully and develop pupils' awareness of their local area. Staff focus beneficially on maintaining pupils' well-being, for example by giving them opportunities to contribute to what they would like to learn. As a result, most pupils' attitudes to their learning are very good. A strong culture of safeguarding pupils is evident in the school and staff have a sound understanding of their roles and responsibility in keeping pupils safe.

Staff provide beneficial opportunities for the youngest children to develop their skills through beneficial provision in the foundation learning class. An appropriate range of accessible resources support pupils well as they conduct research and solve problems. For example, they enjoy researching the problem of how to get the eggs to roll down the pipes and reach the bottom of the path. They adapt their method skilfully after receiving feedback from older pupils.

Pupils learn about moral and social elements when discussing aspects such as stereotyping in the older pupils' class. There are regular assemblies where the whole school comes together and considers important values such as fairness and care in society.

Many pupils' oral skills develop well. The youngest pupils gain confidence and increasing accuracy when telling stories enthusiastically together. Older pupils think carefully before

expressing an opinion when discussing their views on various issues, for example when they discuss why FIFA should bring the world cup competition to Wales in 2030. However, a few linguistic errors tend to hinder the ability of a minority of pupils to express themselves confidently in Welsh.

Across the school, leaders have established a strong culture of reading and invested in beneficial resources for pupils. Teachers and support staff interact effectively with parents and carers to encourage pupils' awareness of the importance of enjoying reading in different forms. Most pupils make good progress and purposeful support programmes and activities support this beneficially. Older pupils develop robust higher order reading skills when responding to tasks that have been planned carefully.

From an early age, pupils develop their fine motor skills consistently, for example as they experiment with creating marks by using different tools. This develops effectively as they write with increasing confidence and accuracy. By the top of the school, many write skilfully for a range of purposes. However, there are not regular enough opportunities for pupils to write at length in various forms.

Staff provide a rich range of mathematics and numeracy experiences for pupils. They question pupils effectively and support their understanding purposefully. There are beneficial opportunities for pupils to choose the challenge of their activities, which builds their independence successfully. Staff provide them with beneficial feedback and meaningful opportunities to improve their work. Teachers track progress purposefully to ensure that all pupils are challenged to develop their skills.

Most pupils apply their digital skills extremely effectively across the curriculum. In the foundation class, for example, they direct a programmable wanderer to follow a journey that emulates the story of Jack and the Beanstalk. Purposeful opportunities are provided for older pupils to reinforce their literacy and numeracy skills by using a beneficial range of digital tools.

Spotlight - Older pupils foster independence in their digital skills

Teachers use timely feedback effectively to support pupils to check, evaluate and improve their work continuously. As a result, the older pupils take increasing ownership of their learning and develop their independence purposefully by using their digital skills. By refining these skills, the school places a strong emphasis on developing pupils' detailed digital skills. For example, they use their skills to analyse their digital design work, taking into account a wide range of features, before applying what they have learned to improve their own work. This, in turn, supports many to produce high-quality extended and creative work.

The school co-ordinates very effective support for pupils with additional learning needs (ALN) and works in close partnership with external agencies, as required. Teachers and assistants provide support through beneficial support programmes that develop pupils' skills and confidence successfully. One of the school's strongest features is the inclusive provision that permeates all aspects of its work.

The school council discusses elements of the provision regularly and contributes to fundraising opportunities for good causes by organising activities such as the Christmas Fair. This develops valuable leadership skills as well as pupils' awareness of the importance of co-operation within the school community and beyond.

Since being appointed, the headteacher has established a clear vision for the school based on the words of the school's anthem, 'Ysgol Brynsiencyn, dyma lle ma 'nghalon i' (here is where my heart is). He works passionately to ensure that expectations are high for all pupils and that they receive kind support. He sets a clear strategic direction and works effectively with the whole school community. He receives beneficial support from a team of dedicated teachers and assistants who work together enthusiastically to provide engaging and purposeful activities for pupils.

The governing body provides effective support to the school and their role as a critical friend is developing appropriately. Members have specific responsibilities for different aspects of the school's work, and they visit the school regularly to scrutinise provision and pupils' progress. This supports them to understand the strengths of the provision and the effect on pupils' progress.

Under the headteacher's strong leadership, staff complete an effective range of self-evaluation activities that focus beneficially on pupils' progress and wellbeing. This leads to identifying suitable improvement priorities, as well as establishing purposeful arrangements to address them. A notable example of the effect of this work is how the school has strengthened the culture of pupils' satisfaction in reading, and boosted their progress effectively.

Beneficial professional learning experiences are provided for all staff. They receive regular opportunities to discuss and share effective practices internally. In addition, they attend relevant training locally and beyond, and share useful information with their colleagues. This empowers their work as leaders successfully.

Leaders and staff have established a range of beneficial partnerships that strengthen and enrich the provision. They ensure close co-operation with the local authority's services and local agencies. This develops staff's specialisms and strengthens the range of activities that the school provides. Strong links have been developed with the local community council which focus on improving and enriching the school environment.

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/carers 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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