Dros ddysgwyr, dros Gymru
For learners, for Wales

Report following monitoring

Level of follow-up: Special measures

Brynhyfryd Primary School

Llangyfelach Road
Brynhyfryd
SA5 9LN

Date of visit: September 2026

by

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

Outcome of visit

Brynhyfryd Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection. As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the Brynhyfryd Primary School from the list of schools requiring special measures.

Progress since the last inspection

R1. Improve teaching, including the use of on-going assessment to plan appropriate next steps in pupils' learning so that all pupils make the progress of which they are capable

Since the core inspection, leaders have strengthened their approach to improving the quality of teaching across the school. Senior leaders have provided a range of worthwhile professional learning to help staff improve teaching. This includes opportunities to visit other schools to observe practice, as well as the provision of personalised professional learning for staff linked to identified improvement priorities. Leaders create regular opportunities for staff to contribute during phase team meetings to share good practice and new ideas. This collaborative approach has had a positive impact on the quality of teaching across the school.

Leaders and staff have set clear, shared expectations for the quality of teaching and learning. Leaders have developed a helpful teaching and learning toolkit as part of this whole-school approach. There is now a common understanding of effective teaching and greater consistency in classroom practice across the school. In a few cases though, teachers do not always provide learning activities and resources that challenge or support pupils at an appropriate level.

Most teachers give clear instructions that help pupils understand the focus for learning and what they need to do to succeed. They use a range of assessment strategies thoughtfully to support pupils' learning. They pause lessons at regular points to check pupils' understanding and to model examples of good work. Most teachers and support staff use questioning effectively to consolidate pupils' learning and move it forward. They give timely verbal feedback to address pupils' misconceptions and to help them make improvements to their work. However, older pupils do not always have sufficient opportunity to consider and respond to teachers' written comments. Processes to assess

and monitor pupils' progress as they move through the school are at an early stage of development.

In the youngest classes, there are beneficial opportunities for pupils to be curious and to explore their learning through purposeful play-based activities. As they move through the school, teachers continue to provide appropriate opportunities for pupils to engage in explorative activities that develop positive dispositions, such as resilience. In a few instances, teachers do not focus these activities carefully enough on developing pupils' skills or supporting their progress.

R2. Strengthen self-evaluation procedures to ensure that leaders identify the most important aspects of the school's work that need improving and link the impact of provision on improving the progress that pupils make

Leaders have refined whole-school monitoring and evaluation processes. They have worked collaboratively with staff to do this and established an increasingly productive culture of continuous reflection and improvement that is understood by all.

Through effective partnership working with the local authority, leaders have strengthened their approach to self-evaluation. Targeted professional learning for governors, middle leaders and teachers has helped them to develop a common language of evaluation and strengthened their ability to interpret the findings from monitoring activities. Teachers and governors undertake joint learning walks, scrutinise pupils' work and listen to learners. These activities provide them with a clear understanding of the quality of teaching and its impact on pupils' progress. This whole-school approach enables leaders to make informed and accurate judgements about the school's strengths and areas for improvement.

Leaders use termly pupil progress meetings well to identify where additional support is required. These meetings also enable leaders to support and challenge staff appropriately. These tighter processes for evaluating teaching and learning, alongside the evident improvements in practice seen across the school are impacting positively on the progress pupils make in their learning. Many pupils, including those with additional learning needs (ALN), now make appropriate progress in their learning.

R3. Distribute leadership more effectively across the school to support school improvement and collaborative curriculum design

The school has stabilised its leadership structure through the permanent appointment of the headteacher. The headteacher, alongside senior leaders, has established positive

relationships with staff and other partners, building trust and a secure foundation for school improvement.

The establishment of a strong middle leadership structure has helped senior leaders to ensure that there is a shared, clear focus on improving teaching and learning across the school. Middle leaders contribute purposefully to whole-school improvement work through self-evaluation activities and weekly meetings. These enable leaders to monitor progress towards priorities systematically and develop a shared understanding of the school's strengths and areas of future improvement. Recent self-evaluation work helped leaders to rightly identify the need to revise their assessment processes to better inform teaching and learning.

Leaders provide worthwhile opportunities for staff and other partners to contribute to curriculum design. The curriculum design group includes staff, parents, governors and members of the wider community. It contributes to decisions about the curriculum and supports a collaborative approach to its development.

Valuable visits to and collaboration with local schools enable middle leaders to identify strengths and areas for development within their areas of responsibility. Recent work to improve mathematics and numeracy has helped to establish detailed expectations around pupils' learning and progress within and across year groups. Teachers are beginning to use these expectations to plan more precisely for pupils' next steps in learning.

Pupils contribute meaningfully to curriculum design by sharing their ideas about what they would like to learn. Teachers take appropriate account of their suggestions when planning learning experiences. This gives pupils a worthwhile role in shaping aspects of their learning and supports their engagement and enjoyment.

R4. Provide more opportunities for pupils to develop as motivated, independent learners

Teachers provide pupils with a range of purposeful experiences that support them to develop as motivated, independent learners. In the youngest year groups, well-planned environments offer engaging experiences that encourage exploration, collaboration and problem-solving. Pupils select and use resources confidently and engage well in their learning. In older classes, teachers provide relevant real-life contexts for learning that motivate pupils well and encourage purposeful collaboration.

Teachers provide suitable opportunities for pupils to make informed decisions about their learning, for example by selecting the level of challenge or the type of activity they

complete. Recently introduced initiatives such as ‘challenge time ‘and ‘bloom time’ enable pupils to develop their independence and resilience. However, at times, these activities do not have a clear focus on developing pupils’ skills or lead to purposeful learning.

The school has strengthened opportunities for pupils to participate in decision-making and take responsibility for aspects of school life. A range of pupil voice groups enable pupils to contribute meaningfully to school improvement. For example, members of the Criw Cymraeg work alongside staff to plan and deliver whole-school assemblies that promote and celebrate the use of spoken Welsh.

Leaders have broadened opportunities for pupils to engage with parents and the wider community. The introduction of class assemblies involving parents has increased pupils’ enthusiasm, sense of purpose and pride in their work.

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