



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Ysgol Bryn Pennant C.P.

**Ffordd Pennant
Mostyn
Nr. Holywell
Flintshire
CH8 9NU**

Date of inspection: November 2024

by

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

About Ysgol Bryn Pennant C.P.

| | |
|--|---------------------------|
| Name of provider | Ysgol Bryn Pennant C.P. |
| Local authority | Flintshire County Council |
| Language of the provider | English |
| School category according to Welsh-medium provision | English Medium only |
| Type of school | Primary |
| Religious character | Not applicable |
| Number of pupils on roll | 117 |
| Pupils of statutory school age | 95 |
| Number in nursery classes | 11 |
| 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 22.9%) | 56.4% |
| 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 11.1%) | 54.7% |
| Percentage of pupils who speak Welsh at home | 0.0% |
| Percentage of pupils with English as an additional language | 7.4% |
| Date of headteacher appointment | 01/04/2013 |
| Date of previous Estyn inspection (if applicable) | 01/06/2017 |
| Start date of inspection | 25/11/2024 |

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 Bryn Pennant Primary School is a caring and inclusive school, where staff know the pupils and families exceptionally well. Pupils are extremely proud of their school and show great kindness and care towards their friends. Most pupils have a positive attitude towards learning and make good progress from their starting points. They enjoy participating in pupil leadership groups, where they raise money for local charities. Nearly all pupils have a positive attitude towards the Welsh language and culture. They enjoy coming to school, and behaviour is exemplary. However, levels of attendance are too low, and persistent absences are too high.

Arrangements to support pupils with additional learning needs (ALN) are well-established and effective. Strong collaboration between leaders, staff, parents and external agencies is successful in ensuring that pupils with ALN receive the support they need to make good progress.

The school curriculum provides many interesting opportunities for pupils to learn about their local community, Wales, and the wider world. Staff enrich learning effectively through the use of visitors to the school, the local area and educational visits. Many pupils develop their knowledge and understanding appropriately across all areas of the curriculum. However, work to ensure that pupils progressively develop skills, including literacy and numeracy, is at an early stage.

Staff provide pupils with high levels of support and worthwhile opportunities for daily well-being check-ins. They plan activities that are purposeful, build on prior learning, and provide an appropriate level of challenge. Staff make effective use of the outdoor spaces to provide opportunities for learning through play, where pupils are encouraged to be curious and innovative.

Leaders undertake a range of evaluation activities throughout the year. However, these activities are not always focused well enough on important areas such as teaching and its impact on learning. Members of the governing body provide a suitable balance of support and challenge to the headteacher. They monitor the school budget carefully, and target grant funding well to support pupils' learning effectively.

Recommendations

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

- R1 Sharpen self-evaluation processes to focus more specifically on the impact of teaching on learning and to ensure that pupils develop and build on their skills progressively
- R2 Improve attendance and reduce levels of persistent absence

What happens next

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

Main evaluation

The staff at Ysgol Bryn Pennant Primary School provide a vibrant and purposeful environment where pupils are happy, kind, and learn together with confidence and enthusiasm. A strong sense of community permeates the school. Staff know pupils and their families exceptionally well and provide high levels of care and support. Nearly all pupils feel safe, and they know who to talk to if they have any worries or concerns.

Pupils are warm and welcoming towards visitors and show great pride in their school. They are extremely friendly and kind towards their friends and other pupils. For example, older pupils enjoy 'Bydis Amser Chwarae' where they provide role models for younger pupils during playtimes. This provides a worthwhile opportunity for pupils to develop their sense of responsibility and understanding of the importance of helping others. Staff have high expectations for pupils' behaviour, and nearly all pupils behave exceptionally well throughout the school. The beneficial relationships that exist between pupils and staff are a strength.

Leaders have developed a broad and relevant curriculum, spanning the areas of learning and experience in Curriculum for Wales. Staff plan a range of interesting opportunities to enable pupils to learn about their local community, Wales and the wider world. For example, pupils invite senior members of the community to lunch, to get to know them and listen to stories about the area. Older pupils learn about Mae Jemison, the first woman of colour to go into space, through their work on diversity during Black History month. Staff make good use of educational visits to extend pupils' experiences, such as a residential visit to develop an awareness of the world beyond the immediate community. Overall, many pupils develop their knowledge and understanding appropriately across all areas of the curriculum. However, work to ensure that pupils develop and build on skills progressively across the school is at an early stage of development.

Staff provide pupils with high levels of support and encouragement. As a result, most pupils show enjoyment in their learning and develop a mature understanding of why, and how, it will help them in later life. Provision for pupils' ethical and moral development is good. The school's values are embedded, and evident in the actions of pupils and staff. For instance, in assembly pupils discuss the importance of showing empathy and being kind to one another. They reflect how this improves their own well-being, and makes others feel good about themselves.

Most staff have a good understanding of the needs and interests of pupils, and plan activities that are purposeful, build on prior learning, and provide an appropriate level of challenge. However, although teachers use a range of strategies to identify next steps for learners, systems and processes to monitor pupils' progress over time are

at an early stage of development. Staff use questioning and verbal feedback effectively to deepen learning. Many classes are well organised, and provide worthwhile opportunities for pupils to develop independence, and engage well with their work. Staff make effective use of the outdoor spaces to provide opportunities for purposeful learning and play, where pupils are encouraged to explore, and to be curious and inventive. For example, younger pupils make use of crates to build houses and re-enact the story of the 'Three little pigs'.

Overall, arrangements to support pupils with ALN are well established and effective. Collaboration between leaders, staff and external agencies is successful in meeting the needs of pupils with ALN. School-based provision is carefully planned to ensure that staff are deployed appropriately, and all pupils receive the support they need to make appropriate progress towards their individual targets. Teachers meet regularly as a team to review this provision, adapting their approach according to each pupil's strengths and needs. Staff provide worthwhile opportunities for daily emotional and well-being check-ins, to maintain high levels of pupil engagement. The nurture base provides a calm environment for pupils accessing a range of interventions, as well as providing a safe space for pupils in need of some quiet time.

Most pupils enjoy participating in pupil leadership groups. These groups meet regularly to plan a range of purposeful opportunities for pupils to contribute to whole-school activities, for instance organising a fundraising day when pupils wear their own clothes and participate in a fashion show to raise money for local charities.

Nearly all pupils have developed a positive attitude towards the Welsh language. Throughout the school, adults model the language well, encouraging pupils to use Welsh frequently. The Criw Cymraeg encourages pupils to celebrate Wales and embrace Welsh culture, as well as speaking Welsh, for example by leading an assembly on the seven wonders of Wales, and awarding certificates to pupils who have improved their Welsh language skills.

Staff have established positive relationships with families, and work with them sensitively to overcome any barriers to attendance. However, despite this, attendance across the school remains too low, and the number of pupils who are persistently absent is too high.

Leaders worked successfully with staff to develop a love of reading in all pupils. As a result, many pupils are developing their reading skills well. Most pupils' writing skills develop appropriately and, by Years 3 and 4, they are beginning to edit and improve their own work. In Year 6, pupils have opportunities to apply these skills successfully when writing letters to pupils in France.

Most pupils develop a good understanding of mathematical concepts. For example, younger pupils are confident counting in 2s, 5s and 10s, and older pupils use a range of written methods to solve long division problems and have purposeful opportunities to apply these skills, for example when presenting data about parking in the local area. Most pupils develop their digital skills well. For example, older pupils use Excel to create bar graphs using environmental data collected in the local area, and younger pupils utilise Seesaw to take pictures and record their work.

Leaders undertake a range of evaluative activities throughout the year. They gather a useful range of evidence throughout the year to inform the work of the school, and successfully link professional learning to aspects of the school's work in need of improvement. However, these activities do not always focus well enough on key areas to ensure that the school secures improvement in a timely manner.

School governors provide a suitable balance of support and challenge to the headteacher. Through informal visits, and discussions with pupils and staff, governors are beginning to develop an appropriate understanding of the work of the school and its priorities for improvement. Governors monitor the school budget carefully, and target grant funding well to ensure that all pupils benefit from experiences such as swimming and educational visits. Safeguarding processes are generally appropriate.

Additional information

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

The school's arrangements for site management give 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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