



Report summary for parents and carers on Blaenymaes Primary School

Date of inspection: November 2024

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

Summary

The headteacher and staff at Blaenymaes provide a warm, welcoming school environment where pupils feel safe and cared for. Teachers across the school successfully promote the rights of the child and this influences the school curriculum and pupils' attitudes to school life and learning positively. As a result, nearly all pupils behave well throughout the school day and demonstrate a strong sense of equity and fairness.

Across the school, teachers provide a range of worthwhile interventions to support the emotional and well-being needs of pupils. Leaders use assessment information suitably to identify pupils with additional learning needs and those who need a little extra help with their learning. However, overall, teachers' use of ongoing assessments to tailor lessons to meet the needs of all pupils varies across the school.

Many pupils make suitable progress from their individual starting points. Most younger pupils develop their reading skills well and many older pupils read for pleasure, developing their accuracy and fluency as they progress through the school. However, overall, pupils' oracy and writing skills are less well developed. Teachers do not always support pupils to make connections between different aspects of their learning. For example, they do not routinely use their knowledge of letter sounds to help them to spell words correctly.

Many pupils make suitable progress in mathematics and use these skills appropriately across the curriculum. Through a topic based approach they develop their digital skills effectively. However, the independent learning tasks provided by teachers do not always challenge pupils well enough or support them to build their skills progressively as they move through the school.

Leaders use effective systems to identify the school's strengths and areas for development. They provide valuable learning opportunities for staff to work with other schools and organisations, and this helps to develop staff knowledge and skills. Overall, improvement planning is effective.

The headteacher is dedicated to developing a team ethos, where staff, pupils and their families feel respected and valued. Governors provide valuable support and fulfil their statutory requirements. They help manage the school finances effectively and work hard to mitigate the impact of poverty on families. For example, through grant funding and links with other organisations, leaders provide valuable activities, on and off site. These help to broaden pupils' experiences. Partnership working with families and the community is a strength of the school.

Recommendations and next steps

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

- R1 Improve pupils' oracy and writing skills
- R2 Improve the use of ongoing assessments to ensure that teaching meet the needs of all pupils
- R3 Develop the curriculum to provide purposeful independent learning activities that challenge pupils and enable them to develop and apply a range of skills progressively across the curriculum

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

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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