



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

**A report on**  
**Brynhafren C.P. School**

**Bryn Hafren  
Crew Green  
Shrewsbury  
Powys  
SY5 9BJ**

**Date of inspection: May 2024**

**by**

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

**This inspection was undertaken as part of trying out our new inspection arrangements. As a result, this report may be slightly different in format to other published reports for providers in the sector.**

## About Brynhafren C.P. School

Name of provider	Brynhafren C.P. School
Local authority	Powys County Council
Language of the provider	English
Religious character	*
Number of pupils on roll	31
Pupils of statutory school age	27
Number in nursery classes	0
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 23.7%)	9.6%
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 13.2%)	*
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language (categories A-C)	0.0%
Date of headteacher appointment	01/09/2023
Date of previous Estyn inspection (if applicable)	01/05/2016
Start date of inspection	20/05/2024

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](https://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

Brynhafren Community Primary is a happy and inclusive school where pupils thrive. Pupils are proud of their school. They are positive and enthusiastic about their school experiences. The dedicated headteacher and staff work together effectively to ensure that the well-being of pupils is at the forefront of the school. It is a joyful and friendly community where a sense of being part of one big family permeates all aspects of the school's work.

The headteacher, staff and governors provide the school with strong leadership. They know the school well and effectively identify its strengths and areas for improvement. The headteacher works effectively with staff and governors to develop a collective responsibility for self-evaluation and school improvement. Over time, the school has successfully brought about improvements to teaching and learning, for example in improving standards in reading. However, teachers do not consistently use a range of assessment strategies well enough within lessons to enable pupils to reflect upon their learning and identify their next steps.

The school provides a rich and well-planned curriculum with stimulating learning experiences that cater to individual pupil needs and incorporate pupils' ideas and interests. As a result, nearly all pupils, including those with additional learning needs (ALN) make good progress. Many pupils are competent mathematicians, write maturely for a range of purposes and achieve high standards of oracy and reading. Many pupils have a strong awareness of the history, culture, and people of Wales (cynefin). However, pupils do not make sufficient progress in developing their Welsh speaking skills.

Most teachers skilfully plan lessons that build upon pupils' prior learning. Nearly all teachers successfully allow pupils to find their own solutions to obstacles in their learning. Consequently, pupils often demonstrate resilience and persevere to make progress when working in small groups or independently. Most teachers use the environment well and the younger pupils develop their interests and curiosity in the purposeful and exciting outdoor area. However, the provision for younger pupils to develop and practice skills within the classroom is under-developed.

There is a strong culture of safeguarding at the school. The school's warm and nurturing environment greatly supports pupils' personal development. Staff know pupils well and develop strong working relationships with them. As a result, nearly all pupils behave impeccably and interact with each other in a caring and supportive way.

## Recommendations

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

- R1 Continue to improve assessment approaches to ensure that pupils have regular opportunities within lessons to reflect upon their learning and make improvements
- R2 Improve the early years indoor learning environment to ensure that younger pupils have valuable opportunities to develop skills through play and exploration
- R3 Improve pupils' skills in speaking Welsh

## What happens next

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

## Main findings

Brynhafren Community Primary School is a calm and caring community, where staff and pupils show high levels of respect for each other. Pupils enjoy school and are proud to attend. They are enthusiastic about their learning and appreciate the wide opportunities that support them to make progress. Well-being is at the heart of the school and leaders and staff create a caring and inclusive environment where pupils can succeed.

The headteacher provides strong, compassionate leadership with a clear vision for improvement. Staff work well together to plan an exciting curriculum, which gives pupils the opportunity to achieve in a safe and caring environment. Most pupils, including those with additional learning needs (ALN) and from low-income households, make strong progress and develop as confident, well-informed and resilient learners.

Teachers plan authentic learning experiences across the whole school, that engage nearly all pupils successfully. The curriculum is flexible and enables staff to adapt their planning and topics to meet the learning needs and interests of pupils effectively, whilst developing skills, knowledge and understanding systematically. Pupils play a leading role in influencing the planning of their learning. Staff provide many well thought out and stimulating learning experiences for pupils to thrive and enjoy their learning. The outdoor learning environment is used well by the youngest pupils to practice skills and provide opportunities for exploration and extended periods of uninterrupted play. However, the provision for these pupils to access areas to support them in the independent development of their early skills within the classroom is under-developed.

Most teaching moves pupils learning forward effectively. Teachers give clear instructions to pupils and in most instances use questioning beneficially to reinforce

and consolidate the learning. Nearly all pupils respond well to the challenge and as a result engage actively in lessons and develop strong attitudes to learning. Most teachers provide useful feedback to help pupils understand the next steps in their learning. However, in a few lessons teachers do not use an effective enough range of assessment approaches to ensure that pupils have regular opportunities within lessons to reflect upon their learning and make improvements.

Most pupils start school with skills and understanding that meet or exceed the expectations for their age. Nearly all pupils make rapid progress in the development of their literacy and numeracy skills. They develop good oracy and reading skills and most pupils speak with clarity and maturity using an extensive range of vocabulary. Many pupils enjoy reading and have a clear love of books which is evident in their confidence to read books of their choice independently. Nearly all pupils acquire and apply their writing skills effectively, with many structuring their writing well and using mature vocabulary by the time they leave the school. Many pupils across the school develop as confident and skilful mathematicians that learn to apply their number skills well as they move through the school. However, older pupils do not have enough opportunities to develop their wider mathematical skills of shape, space and measure well enough.

Teachers provide valuable opportunities for pupils to develop and appreciate Welsh culture through celebrations, such as an Eisteddfod and visits and visitors from the local area. Adults model the Welsh language well throughout the day as a result, most pupils respond to instructions and commands in Welsh as part of their daily routines. However, many pupils are not confident enough to speak Welsh outside of formal lessons.

Many pupils make good progress in developing their digital skills. Pupils know how to stay safe online. Many older pupils conduct online research effectively and use a range of apps to record and present their work appropriately. They use their digital skills purposefully, for example when creating an information video to share with younger pupils about the importance of sleep.

Many pupils develop their creative and physical skills well. Older pupils study and successfully replicate the work of Welsh artists and younger pupils create 'Wanted' posters for the crocodile in Peter Pan. Nearly all pupils develop their physical skills well. For example, pupils work well to support each other when developing their jumping and throwing skills in preparation for their sports day events.

Staff work together effectively to plan valuable learning experiences where the whole school can collaborate on projects and events. They provide valuable opportunities for younger and older pupils to work together for a range of different purposes. For example, all pupils are part of a pupil voice group. This successfully provides opportunities for older pupils to act as role models for the younger pupils and ensures they play a leading role in improving school life. As a result, many pupils develop strong leadership and collaborative skills as they work to influence whole-school decision-making.

As a result of effective teaching and well-planned provision most pupils with ALN make suitable progress. Staff have suitable systems to identify and monitor pupils with ALN. The additional learning needs co-ordinator (ALNCo) works well with staff, parents, and outside agencies to meet the individual needs of pupils successfully.

The school successfully promotes pupils' spiritual, moral, social and cultural development through assemblies and cultural events, including visits to local churches. However, this work is limited, and pupils do not have enough opportunities to deepen their understanding of the diversity of Wales and the wider world.

A strength of the school is the school's delivery of an appropriate and highly effective relationship and sexual education programme. Apt, personalised and well thought out lessons ensure that pupils are sensitively informed about different physical, social and emotional aspects of growing up. Older pupils demonstrate high levels of engagement, maturity and confidence as they take part in valuable discussions and activities.

There is a well-embedded culture of safeguarding at the school. There are robust systems and measures in place to ensure the safety of pupils. Pupils have a good awareness of how to stay safe, including when online. Consequently, nearly all pupils feel safe and secure, and are happy and engaged in their learning. They behave impeccably well and demonstrate high levels of well-being. Nearly all pupils attend school regularly and the school has effective systems in place to monitor absences and address the very few instances of poor attendance.

The governing body are effective. Through their involvement in regular self-evaluation activities, governors have a secure understanding of the quality of provision and standards at the school. They use this knowledge well to both support and to challenge leaders. The headteacher and governors monitor spending of school's budget carefully to ensure that they improve pupils' outcomes and well-being, including for pupils from low-income households.

## **Additional information**

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

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including use of the pupil development grant.

The school's arrangements for site security do not give any cause for concern.

## 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](http://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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