



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

**A report on**

**Bryn Deva C.P. School**

**Linden Avenue  
Connah's Quay  
Flintshire  
CH5 4SN**

**Date of inspection: January 2024**

**by**

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

## About Bryn Deva C.P. School

Name of provider	Bryn Deva C.P. School
Local authority	Flintshire County Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	306
Pupils of statutory school age	236
Number in nursery classes	40
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%)	31.7%
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%)	43.2%
Percentage of pupils who speak Welsh at home	0%
Percentage of pupils with English as an additional language	24.2%
Date of headteacher appointment	01/01/2022
Date of previous Estyn inspection (if applicable)	06/06/2016
Start date of inspection	29/01/2024

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.

## Overview

Pupils and staff are proud of Ysgol Bryn Deva. A clear school vision for 'developing hearts and minds' is evident across all aspects of school life. Through the effective leadership and direction provided by the headteacher, all staff understand their role in developing pupils' learning and well-being. The school has developed a culture of care and support, which meets the needs of its diverse community well. Leaders work purposefully to create a safe and nurturing environment where pupils feel valued. A key strength of the school is the relationship between staff and pupils.

Most pupils make good progress in most areas of their learning during their time at the school. They develop their literacy skills well, confidently demonstrating the progress they make in developing their speaking skills when talking about their work and their school. Teachers plan meaningful and engaging learning experiences and, as a result, pupils develop positive attitudes to learning. However, teachers do not provide enough opportunities for pupils to apply their numeracy and digital skills in their work across the curriculum at a high enough level.

Staff know pupils well and ensure they tailor support to meet all pupils' needs, including the needs of vulnerable pupils effectively. Dedicated and experienced staff ensure that they provide bespoke support for individuals.

Leaders, including governors, have a clear understanding of the strengths of the school. Through robust self-evaluation systems, they know their school well, prioritising key areas for school improvement while remaining focused on developing each pupil as an individual.

## Recommendations

- R1 Improve the provision for pupils to apply their numeracy and digital skills at a sufficiently challenging level across the curriculum

## What happens next

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

## Main evaluation

### Learning

During their time at the school, most pupils, including those with additional learning needs (ALN), those whose first language is not English, and those eligible for free

school meals, make good progress in their learning from their individual starting points.

Younger pupils develop their listening and speaking skills well. They enjoy retelling and acting out stories and give simple reasons for the actions a character may take. For example, during the story of Jack and the Beanstalk, pupils listen carefully and explain why Jack should not have taken the beans. As pupils progress through the school, most make strong progress in developing their speaking and listening skills further, developing a varied and interesting spoken vocabulary.

Most pupils develop their reading skills well. Many younger pupils use strategies successfully, to read unfamiliar words. By Year 6, most pupils read a variety of texts competently. They describe characters from books by well-known authors and refer to information located in non-fiction books in relation to their topics.

As pupils progress through the school, most make strong progress in developing their writing skills. Younger pupils progress from early mark making to spelling phonetically plausible words. By Year 2, many pupils develop as independent writers, forming simple sentences when making predictions during a science experiment. Older pupils choose language appropriately for effect and adapt their writing style to different genre. For example, they use the features of a formal letter to compose a complaint and write interesting reports about the impact of plastic pollution in the oceans.

Most pupils develop appropriate mathematical knowledge as they progress through the school. By Year 2, most pupils have a secure knowledge of number facts to 100, understand simple properties of shapes and represent data in graphs. Older pupils develop a sound understanding of place value. By Year 6, most pupils calculate fractions and percentages of numbers and have a clear understanding of decimal notation. However, older pupils do not apply their numeracy skills, or problem-solve at a suitable level when applying their knowledge across the curriculum.

Younger pupils develop their digital skills well and confidently adapt their skills to a range of digital devices. By Year 2, pupils use programmes effectively for coding, to create graphs and short animations. For example, pupils use stop-go animation to present their work on Welsh folk tales. As pupils progress through the school, they develop their digital skills well in data handling and interactive presentations. However, older pupils do not develop a wide enough range of digital skills.

Most pupils develop their Welsh language skills appropriately. Nursery pupils willingly repeat Welsh words and phrases. Younger pupils ask simple questions, count and sing in Welsh. Older pupils ask and answer questions in Welsh with an increasingly developing vocabulary. Many older pupils read Welsh texts with increasing accuracy and understanding.

Most pupils develop their physical skills well. Many younger pupils develop fine motor skills, for example when using tweezers to carefully pick up and move small objects or taking part in finger agility activities to improve dexterity. Most pupils respond positively to opportunities to take part in dance and action songs. Nearly all older pupils develop their physical skills well and are able to apply their physical skills

through a wide range of sporting activities including swimming, gymnastics and athletics.

Across the school, most pupils develop strong creative skills through the school's approach to narrative drama. Pupils engage well in scenarios that allow them to think and act creatively. For example, older pupils express themselves creatively, using language for effect, to create a rap song about being safe on a dark night during their topic 'be safe, be seen'.

### **Well-being and attitudes to learning**

Working relationships between pupils and staff are a strength. Pupils feel safe in a caring and nurturing environment where their well-being is a priority. Nearly all pupils show pride in their school and embrace their 'developing hearts and minds' approach, willingly recommending their school to others.

Most pupils understand the importance of staying healthy by eating well and being active. Nearly all pupils use the playground resources during breaktimes and enjoy playing games together. They actively talk about how to keep their body and mind healthy. Pupils enjoy a variety of extra-curricular activities, effectively developing their creative and physical skills alongside their well-being.

Across the school, most pupils develop well as capable, enthusiastic learners and approach learning with a positive attitude. Most pupils settle quickly, engaging well with their tasks, showing resilience and perseverance. Overall, the behaviour of most pupils around the school and in classrooms is good. They listen attentively to instructions. They respond positively to feedback from their peers and staff and use this to help them make improvements in their work.

Most pupils enjoy learning. They value the opportunity to make decisions about how to present their work. They are proud of their achievements and share their learning experiences enthusiastically and develop well as independent learners. Across the school, most pupils engage successfully when sharing ideas in pairs and respond well when contributing to whole-class discussion. Most younger pupils happily cooperate, such as when sharing ideas on the best ways to care for a hedgehog. Older pupils demonstrate a high level of respect for others' contributions. During a debate about the construction of a power station, pupils took on the roles of people with opposing views and accepted that people would have different opinions.

Most pupils are becoming ethically informed citizens, and many speak knowledgeably about their rights as children. They enjoy helping others and engage positively in active global citizenship. For example, following their teacher's visit to Lesotho, pupils consider the importance of their contribution to and impact on creating a caring society.

Nearly all pupils feel safe and know who to turn to if they need help. Most pupils know how to stay safe online. For example, pupils understand how to keep their personal information confidential.

Most pupils are developing as enterprising, creative contributors and suggest ways they can help people and organisations in need, such as helping the homeless.

Across the school, most pupils develop their understanding of the purposes of rules, rewards and sanctions in school appropriately.

Pupils, including those with additional learning needs, show maturity when explaining how they support the work of the school through their leadership roles. Most pupils develop a strong sense of empathy during their time in school and take purposeful action, such as, effectively implementing friendship initiatives to ensure that pupils do not experience any feelings of anxiousness during break and lunchtimes.

Nearly all pupils are proud of their school and support new pupils well. As a result, these pupils and their families feel very welcome and settle quickly. This has a positive effect on pupils' happiness and confidence as they gain a sense of belonging.

### **Teaching and learning experiences**

The school's curriculum reflects the principles of Curriculum for Wales successfully. It is broad, balanced, and accessible to all pupils. Staff skilfully use texts, drama, artefacts, educational visits and visitors as a base for their creative teaching. This imaginative approach engages most pupils purposefully in a wide range of interesting experiences. These build on pupils' previous learning and develop their skills suitably. Pupils assist in setting the direction of their learning and contribute to planning meaningful learning experiences. For example, in Years 3 and 4, teachers adapt the learning intention for pupils following a visit to the local pond, to reflect pupils' interest in learning about how filtration could help clean the dirty water.

Nearly all staff develop strong working relationships with pupils and are effective role models. Support staff collaborate skilfully alongside teachers to contribute effectively to pupils' learning. Teachers establish calm, constructive learning environments where pupils interact positively. They create attractive learning areas, including a quiet sensory room, with accessible resources and relevant displays of pupils' work that support pupils' learning well.

Most teachers have good up to date curriculum knowledge. They teach with enthusiasm and use a variety of effective teaching methods that encourage participation and develop pupils' learning purposefully. Consequently, most make strong progress in learning.

Opportunities to develop pupils' listening, speaking, and reading skills are successful across the school. The work undertaken to improve pupils' oracy skills, has had a positive impact on improving their confidence to communicate with each other, staff and visitors. Teachers plan suitable activities to develop pupils' writing skills. As a result, by the end of Year 6, most pupils write independently, confidently and at length. Provision to develop pupils' mathematical skills is appropriate. However, opportunities for pupils to apply their numeracy skills across the curriculum are underdeveloped.

In the younger age groups, teachers plan a useful range of opportunities to develop digital skills. For example, younger pupils use a digital building programme to problem solve. In the older age groups, teachers provide a few useful opportunities where pupils can develop their presentation and data skills. For example, older pupils

use digital tablets to research topic work. However, teachers do not plan sufficient opportunities for older pupils to apply the full range of their digital skills.

Teachers provide worthwhile opportunities for pupils to develop an awareness of their locality, Wales and Welsh culture and 'cynefin'. Staff promote the advantages of learning Welsh and plan effectively for pupils' Welsh language development. All staff incorporate Welsh language appropriately into lessons. Pupils study Welsh artists and produce their own artwork in the style of a Welsh graffiti artist. They enjoy taking part in the local Eisteddfod.

The school's provision for personal and social education encourages pupils' understanding of their own well-being effectively. Teachers plan work linked to other cultures suitably, giving pupils the opportunity to recognise the diverse nature of their school and the wider world.

Staff use outdoor learning opportunities purposefully to enable pupils to develop their skills through practical activities. This includes pupils working individually and collaboratively to plan creative activities, such as using natural materials to create artwork.

Teachers provide clear instructions, which support pupils' learning and use questioning well to improve pupils' understanding. Most teachers provide suitable feedback and intervene sensitively at appropriate times during the lesson to help pupils make progress in their learning. Verbal feedback strategies are beginning to have a positive impact on pupils reflecting and instantly improving their work.

Teachers have developed a shared understanding of progression and most have clear expectations of pupil outcomes. However, teachers do not always plan learning opportunities that sufficiently challenge all pupils to extend their numeracy and digital skills.

Teachers use a range of assessment information efficiently to inform their planning and to identify pupils who require targeted support.

### **Care, support and guidance**

The school is a happy, caring and inclusive community. Staff manage behaviour positively and most pupils behave well in classes and as they move around the school. Staff ensure that helping pupils to develop their social and moral understanding is a high priority. Staff show care, respect and kindness to pupils and to each other. There are effective processes in place to improve pupil attendance. Senior leaders and parents work together well to positively promote regular attendance and, as a result, pupils value attending Ysgol Bryn Deva.

Staff know their pupils well and respond positively to their emotional needs. For example, they provide a beneficial period of reflection, relaxing music and calming activities on pupils' arrival at school. This effectively prepares pupils for learning in a supportive learning environment. Staff provide worthwhile well-being programmes to support pupils' physical and mental health. Teaching assistants provide effective individual and small group sessions for identified pupils, tailored closely to their

needs. These help them to manage their emotions by becoming more aware of theirs and others' feelings.

The school's support for pupils with additional learning needs is a strength. The additional learning needs co-ordinator (ALNCo) works with teachers to ensure that there is swift identification and bespoke provision to meet the individual needs of pupils. The school makes good use of intervention strategies delivered by well trained, dedicated teaching assistants. Senior leaders and teachers robustly monitor pupil progress across many areas, including well-being, literacy and mathematics. Regular progress meetings between the headteacher and teachers enable staff to identify the individual support pupils need and to evaluate the impact of individual support programmes. As a result, most ALN pupils make good progress against individual targets in most areas of learning.

The school has worthwhile partnerships with other schools and agencies. For example, speech and language specialists help with support for pupils that enter nursery with limited speech. The school values the role parents play in supporting their children and provides valuable opportunities for parents to engage with outside agencies who support them with their child's health and with their own family needs.

Teachers provide regular opportunities for pupils to reflect on their values and beliefs, and those of others. They plan thoughtful opportunities for pupils to learn about different countries and cultures. The school provides a supportive and inclusive environment where pupils feel comfortable contributing to the life of the school. Pupil ambassadors and committee groups provide clear role models and work with staff, governors and pupils across the school to make improvements.

The school provides suitable opportunities for pupils to understand the diverse nature of Wales and the cultures that make up its history. For example, they research important Welsh figures, such as the life of Betty Campbell, and how these people have influenced others across Wales and around the world. The school provides regular opportunities for pupils to reflect on the values and beliefs of others. Through lessons and assemblies, staff ensure pupils have opportunities to discuss and share their opinions on responsibility and children's rights, helping them to develop their spiritual, moral and social understanding.

The range of extra-curricular activities available to pupils effectively enhance and support pupils' resilience, perseverance and teamwork. The school provides opportunities for pupils to participate in sporting events and tournaments. Pupils and parents are proud of their sporting achievements in the community.

All staff understand their roles and responsibilities in contributing to pupils' safety and well-being. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

## **Leadership and management**

The headteacher provides strong and effective leadership. Since taking up the post, the headteacher has worked in collaboration with pupils, staff, governors and parents to establish a clear vision for the school based on nurturing pupils' well-being, with a focus on happiness, health and safety. All staff know the pupils well and respond to



their individual needs thoughtfully, for example by developing a bespoke football programme designed to improve the emotional well-being of pupils.

Leaders at all levels understand their roles and responsibilities well. The headteacher has developed a strong senior leadership team that work strategically to ensure all pupils have consistently high-quality experiences. The headteacher, supported by senior leaders, creates a positive ethos where staff feel valued and develop effective professional relationships.

The headteacher and senior leaders develop supportive and collaborative relationships with parents and the local community. There are beneficial opportunities for parents to engage in their child's learning. Communication between the school and families is effective, with many useful opportunities for parents to learn about their child's work and progress.

Governors understand and discharge their duties effectively. They carry out monitoring alongside staff and pupil ambassadors. These first-hand experiences ensure they have a clear understanding of pupil progress. The governing body fulfil their statutory responsibilities in relation to healthy eating and drinking and understand their responsibility in safeguarding pupils. They support leaders to promote a strong culture of safeguarding. Link governors work closely with school staff to develop a good understanding of curriculum implementation.

The school's self-evaluation processes involve all staff in a range of purposeful monitoring activities. The school gathers robust first-hand evidence to evaluate pupil progress and the quality of teaching. They track all pupils' progress diligently, including vulnerable pupils and those with additional learning needs. Leaders correctly identify important areas for development. For example, the focus on developing pupils' literacy skills through their narrative approach to learning ensures that pupils apply their literacy skills well across the curriculum. In recent years, the school has a strong track record of improvements, with improvements in developing pupils' well-being and literacy skills.

The headteacher and senior leaders pay diligent attention to local and national priorities. They collaborate well to identify realistic targets for improvement. As a result, the school has made good progress in implementing ALN reform and ensuring the support available meets pupils' needs. Leaders have identified the need to develop provision for outdoor learning. For example, they plan beneficial opportunities for staff development and use grants effectively to improve the outdoor learning environments.

The headteacher deploys staff strategically, using individual strengths to lead key areas for development throughout the school. Senior leaders regularly monitor staff performance and support professional development with agreed targets and training opportunities that link to school priorities suitably. This approach ensures that staff develop the confidence to improve their own skills.

Governors and school leaders manage the school's finances efficiently and deploy appropriate resources to support improvement priorities. Senior leaders use grant funding, such as the pupil development grant, prudently and monitor the impact on learners closely.

## 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

## 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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