



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

A report on

**Ysgol Bodhyfryd
Range Road
Wrexham
LL13 7DA**

Date of inspection: January 2019

by

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

About Ysgol Bodhyfryd

Ysgol Gynradd Bodhyfryd is situated in the town of Wrexham, in Wrexham local authority. There are 410 pupils on roll, including 39 part-time nursery age pupils.

Over a three-year-period, around 17% of pupils have been eligible for free school meals. This is slightly lower than the national percentage of 18%. Around 14% of pupils come from Welsh-speaking homes and very few are from ethnic backgrounds. The school has identified around 22% of its pupils as having additional learning needs, which is slightly higher than the national percentage of 21%. Two additional learning needs units are also situated at the school.

The headteacher has been in post since September 2017 and the school was last inspected in February 2011.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Ysgol Bodhyfryd is a familial and inclusive community that provides effective care and support for its pupils. During their time there, most pupils make sound progress and achieve well. Nearly all pupils show enthusiasm towards their work and a desire to learn, and they treat each other and visitors politely. Pupils with additional learning needs are valued members of the school community and receive effective support from staff.

The effective working relationship between staff and pupils is an excellent feature of the school's work. This contributes soundly towards creating a lively learning environment where pupils and their parents contribute effectively to what is learned. As a result, stimulating and creative activities are provided for pupils, which develop them as curious and confident learners.

The school provides a rich range of interesting experiences for pupils, which promotes Welsh arts well and nurtures their pride in using the Welsh language. Pupils' creative skills are developing effectively, and work is displayed attractively around the school.

The acting headteacher, members of the senior management team, governors and staff are dedicated and work well together to act effectively on developing priorities for improvement and ensuring continuous improvement.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Ensure that teaching provides appropriate challenge for pupils
- R2 Improve the extended writing skills of pupils in the foundation phase
- R3 Ensure that teachers' feedback enables pupils to improve the standard of their work

What happens next

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

Main findings

Standards: Good

On entry to the school, most pupils' basic skills are lower than expected for their age. During their time at the school, most pupils, including those with additional learning needs, make sound progress in their learning and achieve well.

Most pupils listen well to adults and other pupils. Pupils' oracy skills in the foundation phase are developing effectively, for example when discussing suitable materials to keep equipment cold. By Year 2, many vary their tone of voice and intonation skilfully in their challenge activities, for example when reading a script about Alun yr Arth (Alun the bear) travelling to space. Most pupils in key stage 2 communicate clearly in Welsh and English, and contribute clearly and purposefully to class discussions in both languages. They use extensive vocabulary effectively in order to create effect in a good range of activities. A good example of this includes the way in which the school's older pupils discuss their feelings and show empathy towards the homeless.

Most pupils' reading skills in the foundation phase are developing well. They use a range of phonic strategies appropriately to identify unfamiliar words. By Year 2, many read with a suitable level of accuracy and convey meaning effectively. Most pupils in key stage 2 make sound progress in their reading in Welsh and English. They discuss the content of text meaningfully and refer sensibly to specific features, for example when discussing contemporary Welsh novels. By Year 6, most pupils practice their higher order reading skills skilfully to gather information from different sources, for example when gathering information about the National Library of Wales as part of the theme.

Most pupils' early writing skills are developing effectively. Many of the youngest pupils write short sentences appropriately on a poster that is based on caring for the world, and use a capital letter and full stop consistently. By the end of the foundation phase, many write independently for different purposes, for example when writing a wedding invitation. However, a few pupils do not write extensively enough across other areas of the curriculum. Most pupils in key stage 2 develop their Welsh writing skills soundly and adapt their work appropriately, for example when writing a portrayal of the character, Sam Lewis. By the top of the school, most use extensive vocabulary when writing a monologue in English, such as 'I can dream of removing my mask of shame and live a wonderful life', when responding to their study of a particular novel. Most pupils develop their bilingualism skills effectively and are confident when applying their literacy skills successfully in various contexts. For example, they have researched a number of sources in Welsh and English in order to create an oral and written advertisement to attract visitors to Wrexham.

In the foundation phase, most pupils calculate confidently, identify shapes and handle data effectively. Nearly all pupils use their numeracy skills flexibly in a good variety of meaningful activities, for example when searching for two-dimensional shapes as part of their various forest activities. They measure scales confidently, for example when measuring water temperature. In key stage 2, most pupils develop their understanding of area and perimeter soundly and apply it effectively to everyday

situations, for example when measuring parts of the school to order carpet. They use their skills in handling money effectively when to solve different challenges, for example when calculating the cost of adult and child entry to the Racecourse. By the end of the stage, most develop their number and measuring skills soundly when calculating costs and profit and developing particular enterprises, for example when creating and selling restored furniture and Welsh cakes. They succeed in using spreadsheets successfully as part of the calculation process and develop their numeracy skills soundly in practical situations across subjects and areas of learning.

Most pupils' information and communication technology (ICT) skills are developing effectively across the school. In the foundation phase, most create electronic pictures and present data purposefully in the form of graphs and charts. They use electronic tablets confidently to practice their literacy and numeracy skills, and to keep a record of their work safely. In key stage 2, most pupils use the internet successfully to search for information, for example about the Victorian era. They prepare interesting multimedia presentations and create spreadsheets and databases successfully in aspects of the curriculum, for example to record their peers' physical activities.

Wellbeing and attitudes to learning: Good

Most pupils have positive attitudes to learning. They show interest and enjoyment in their work, concentrate and show high levels of perseverance in order to complete tasks. They discuss their work confidently and show an obvious interest in their activities. Notable examples of this are the way in which some pupils in the foundation phase apply themselves fully to various challenges and tasks in the challenge corners. By the end of key stage 2, most pupils are willing to try, and accept that mistakes are a natural part of learning.

Nearly all pupils behave well in lessons and around the school. They are very caring towards each other, and treat adults and visitors with respect and maturity. One of the excellent features of the school is its homely environment and the kind and gentle way in which older pupils care for their younger peers, and take their responsibilities seriously. This contributes soundly to the school's inclusive and caring ethos.

Most pupils develop to become confident and independent learners. They talk and listen confidently to their 'partneriaid parablu' (talking partners) effectively when discussing initial ideas and what they have learned during the lesson. They work independently on tasks and are very willing to work with partners for extended periods in order to work together on a variety of tasks. For example, pupils in the foundation phase work together meaningfully when building a rocket.

Nearly all pupils understand the advantages of a healthy lifestyle and making sensible choices. They understand the importance of eating and drinking healthily and the positive effect of regular exercise on their health. They have conducted scientific experiments on the effect of exercise on the heart rate and take part in physical activities during break time to reinforce their understanding of this. A majority of pupils develop their physical skills effectively by attending a good range of after-school clubs and taking part in local and national competitions.

Nearly all pupils feel safe at school and understand the importance of treating their peers fairly. They know who to approach for advice or support at any given time. Pupils have a sound knowledge of how to keep themselves safe online and are supported further when discussing this regularly with the digital leaders.

Nearly all pupils develop well as conscientious citizens by raising money for charities. Most pupils take pride in their successes and in their responsibilities, such as the helper of the day in the foundation phase classes, and as conscientious members of the school's various councils. Pupils undertake these roles eagerly and conscientiously. The work of the school council, the eco council and the attendance council show that the pupil's voice is given a valuable place in the school. Most pupils take full advantage of opportunities to suggest what they would like to learn within each theme and suggest their own learning pathways, where appropriate. As a result, nearly all pupils show innate enthusiasm and eagerness towards their own learning.

Teaching and learning experiences: Good

One of the school's strengths is the way in which teachers nurture and maintain a productive working relationship with pupils, which has a positive effect on their standards and wellbeing. The inclusion co-ordinator, for example, is active and arranges for the few pupils who need specific wellbeing support to receive it in a timely and effective manner. Teachers create a stimulating and supportive learning environment in lessons, and assistants provide effective assistance to support pupils to improve their skills, particularly in literacy and numeracy. As a result, there is an exciting, lively and diligent atmosphere throughout the school. Staff make very effective use of the building and beyond, and trust pupils to complete many tasks independently. The school provides a range of interesting learning experiences for pupils, which stimulate the varied theme work. For example, projects that have derived from the Creative School and Forest School projects are an exciting prompt for teaching and learning. Purposeful visits that are arranged to places of interest, such as Erddig stately home and residential centres, contribute significantly to pupils' learning skills and social development.

Teachers model language effectively. This strengthens pupils' oral skills very successfully and has a positive effect on their linguistic development, particularly those from non-Welsh-speaking backgrounds. Teachers usually deliver their lessons skilfully and provide a variety of activities that engage pupils' interest well. However, a few learning activities do not always provide appropriate challenge for pupils.

Teachers question pupils probingly and encourage them to use their thinking skills consistently in lessons. They provide them with timely oral feedback in order to help them to adapt and improve their work sensibly. However, the quality of written feedback for pupils varies. In the best examples, teachers provide pupils with clear comments on how to improve their work. In the few less effective example, comments to do provide constructive enough steps for pupils to improve their work. In a few classes, there are good opportunities for pupils to re-draft their work, where appropriate; however, this practice is not consistent across the school.

The recent practice of staff planning jointly is beginning to have a positive effect on building pupils' skills methodically as they move through the school. This ensures

that the school provides valuable opportunities for pupils to improve their literacy skills in both languages. Similarly, provision to develop pupils' numeracy skills is relevant and provides a suitable variety of practical activities for them to apply their skills appropriately in interesting situations. Provision to develop ICT skills is rich and is a core part of teaching and learning. A notable example of this is the way in which the school provides opportunities for pupils to determine which electronic communication methods are most effective for different investigation situations. A successful feature, which enriches planning further across the school, is the active role that parents, and their children, have in providing suggestions and ideas at the beginning of each theme about what they would like to learn. This engages pupils' interest and curiosity towards learning skilfully and strengthens their commitment towards their work.

Provision to develop the Welsh language and Welsh culture is a strength, and this has a positive effect on pupils' linguistic development. The Welsh dimension is given a prominent place in the school's activities, and beneficial use of visitors strengthens provision to develop pupils' creative skills successfully.

Care, support and guidance: Good

The school is a familial, welcoming and inclusive community. It is a happy place that provides effective care, support and guidance for its pupils. The school promotes the importance of exercise successfully and has appropriate arrangements for eating and drinking healthily.

The school, with the support of officers from the regional consortium, has developed effective progress-tracking procedures that are beginning to have a positive effect on compiling and analysing pupils' attainment data. These spreadsheets provide a detailed overview of the journey of pupils and specific groups from their starting points, and are a robust tool for measuring their progress and planning the most effective provision for them. As a result, staff identify pupils' specific needs at an early stage, and use their information to organise various intervention programmes and wellbeing support sessions effectively for those who need them. This enables individual pupils and specific groups to make appropriate progress and gain confidence. The school receives advice and support from specialist external agencies, where necessary, to help with pupils' educational and emotional development. For example, a counsellor visits the school regularly to provide support to vulnerable pupils. This is one of the strengths of provision, which leads to pupils gaining positive attitudes towards their learning.

Specialist provision within the school ensures that nearly all pupils with additional learning needs make good progress in their learning skills. Staff provide them with effective support, which prompts them to make an effort in their activities skilfully. This provides valuable opportunities for these pupils to work with their peers in a rich variety of learning experiences, and contributes effectively towards aspects of all pupils' learning and wellbeing. Staff create specific individual education plans that focus well on the development of individuals with additional learning needs. These ensure that they receive the relevant level of support. The distinct support that the school has provided to parents has led to strengthening the successful co-operation between home and school. As a result, these pupils show an interest in their work, a willingness to learn, and take pride in their attainment.

The school promotes pupils' social, moral and cultural development effectively, for example through curricular activities and events that promote the creative arts and Welsh culture. These include interesting opportunities for pupils to work with famous poets, performers and artists. The school provides valuable opportunities for pupils to take part in events within the school and the local community to raise their awareness of the needs of others and their responsibility to facilitate life in the local area. For example, pupils have been on beneficial visits to a local home for the elderly.

Equality, diversity and racial tolerance are developed effectively by the school. Staff ensure that all pupils are given equal opportunities and fairness in all activities. Pupils are given useful opportunities to reflect on various issues. This reinforces their spiritual development effectively. This is a strong element of the school's culture. The school places a prominent emphasis on promoting agreed values, and this has a beneficial influence on pupils' behaviour. Similarly, priority is given to ensuring that pupils are aware of children's rights. This contributes well to the sense of respect between pupils and staff. These activities encourage pupils to grow into active, enthusiastic and confident citizens who are willing to contribute to their community.

The school appreciates the efforts of the friends of the school, who are very active and have raised significant amounts of money to buy resources and improve provision. For example, they have funded new sheds and a wide range of resources, which enrich experiences for pupils on the school playground during break time. This co-operation strengthens the positive relationship between the school and parents, and improves provision for learners.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The school has appropriate self-evaluation procedures, which enable leaders to develop a good understanding of the school's strengths and areas for improvement. Leaders use this information skilfully to set a decisive strategic direction for the school, and to strengthen provision and improve standards. For example, they have agreed on a manageable number of sensible priorities within a school development plan, which is coherent and provides a clear direction for the work of a dedicated team of staff. With the support of governors, leaders evaluate the progress that the school makes towards achieving its priorities in a careful and timely manner. As a result, the school has a prominent ethos of ensuring continuous improvements, and a robust record of having achieved most of its priorities successfully. A recent notable example of this is the robust work that has taken place to improve provision to develop pupils' ICT skills and oral skills.

The robust leadership of the acting headteacher and members of the senior management team has created an inclusive and close-knit ethos, which leads to a climate of successful co-operation among staff and the whole school community. They provide a clear direction and ensure the staff's commitment to maintaining and raising standards. Across the school, there is a sense of purpose, intent and commitment among all staff to these values and ambitions. The acting headteacher

has allocated responsibilities effectively and plays a key role in developing staff, by promoting the mindset of sharing good practice both inside and outside the school. She has established a robust leadership and management structure, which provides valuable opportunities for members of staff to lead and work together on initiatives that are based on specific aspects of the curriculum, for example literacy, numeracy and ICT. These opportunities develop future leaders successfully. All members of staff have a clear understanding of the school's strengths and priorities. They work together closely and meet regularly to discuss and plan jointly. This strengthens the sense of improvement well.

Members of the governing body make a valuable contribution to the school's development. They take advantage of regular opportunities to visit lessons, take part in learning walks and scrutinise pupils' work. They discuss with staff and receive rigorous information from the acting headteacher in full meetings and sub-committees. As a result of their rigorous knowledge, their role as 'critical friends' of the school has been developed soundly. A good example of this is the way in which they give careful consideration to difficult decisions that they are likely to face in the future, such as considering the sustainability of the music service, and their ability to forward-plan in order to mitigate any negative effects that may arise.

The headteacher and governors monitor and manage expenditure carefully, and ensure that financial resources are used in full to support priorities for improvement. Effective use of the pupil development grant to support pupils who are eligible for free school meals has led to appropriate progress in their standards, particularly in improving their literacy skills.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication date: 01/04/2019