



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

A report on

Ysgol Gymuned Bodffordd

**Bodffordd
Llangefni
LL77 7LZ**

Date of inspection: October 2023

by

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

This report is also available in Welsh

About Ysgol Gymuned Bodffordd

Name of provider	Ysgol Gymuned Bodffordd
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	88
Pupils of statutory school age	65
Number in nursery classes (if applicable)	7
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.0%)</i>	12.2%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 16.1%)</i>	23.1%
Percentage of statutory school age pupils who speak Welsh at home	76.9%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2000
Date of previous Estyn inspection (if applicable)	11/05/2015
Start date of inspection	16/10/2023

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from 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.

Overview

Ysgol Gymuned Bodffordd is a friendly and inclusive school that promotes a caring ethos purposefully. There are purposeful working relationships between pupils and staff, which support a positive environment and foster a strong sense of learning and well-being among pupils.

Pupils enjoy learning both indoors and around the school grounds and are enthusiastic during lessons and tasks. They take pride in their Welshness. During their time at the school, pupils develop purposeful social, listening, speaking, reading and digital competence skills.

Planning of the curriculum and the school environment promotes beneficial learning opportunities. Pupils' outcomes are good where planning, teaching and feedback on their work are challenging and consistent. However, planning to develop pupils' writing and numeracy skills, and feedback to target the next steps in pupils' learning, are not consistent across the school.

Staff support and care for pupils well. This contributes towards the pupils' desire to learn and their resilience to persevere with tasks. Staff encourage pupils effectively to take responsibility for their own well-being and behaviour and to embrace their happiness. As a result, the emotional support for pupils is a strong feature of the school.

The headteacher leads the school purposefully and ensures that the care and well-being of pupils are a priority. This forms the basis of his vision. He works well with staff and governors to ensure that the school is an inclusive learning community, which promotes positive opportunities for pupils. However, due to his teaching responsibilities, he does not have enough time to discharge his leadership and management duties in a sustainable manner.

Overall, leaders evaluate the school's work effectively by using regular self-evaluation processes, which lead to purposeful development plans. The school's monitoring activities lead to relevant training opportunities for staff to develop their skills through agreed and purposeful professional learning. Inspectors brought an issue relating to the safety of the school grounds to the attention of the school's leaders during the inspection.

Recommendations

- R1 Address the health and safety issues on the site, which was identified during the inspection
- R2 Ensure that the headteacher has enough time to discharge his leadership and management duties in a sustainable manner
- R3 Plan effective progression in pupils' writing and numeracy skills as they move through the school

- R4 Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively

What happens next

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

Main findings

Learning

On entry to the school, many pupils have basic skills that are equivalent to, or higher than, what is expected for their age. During their time at the school, most pupils, including those with additional learning needs (ALN), make good progress in their learning. As a result, they achieve effectively in terms of their knowledge and understanding.

Most pupils listen well to adults and each other and respond confidently to presentations. The oral skills of the school's youngest pupils develop successfully. By Year 2, they speak in a lively manner, for example when predicting which objects will sink and float. Most of the school's older pupils develop polished oral skills in both Welsh and English. They communicate effectively and contribute purposefully to class discussions, expressing their opinions clearly and maturely. Most pupils are proud of the Welsh language and use it naturally when talking to each other in their classes and around the school.

Most pupils' reading skills are developing well. The youngest pupils use an appropriate range of phonic strategies to read familiar and unfamiliar words correctly. By Year 2, they use their reading skills confidently and explain the content in detail. Most older pupils read with understanding in various contexts. They vary their tone of voice and use punctuation purposefully. They also develop their higher-order reading skills purposefully to gather information from different sources, for example as they discover information about Vincenzo Peruggia who stole the Mona Lisa. This deepens their understanding of justice and honesty effectively.

Many pupils' early writing skills are developing well. By Year 2, many write in an appropriate range of contexts for different audiences, such as re-telling the tale of Catre'r Gwaelod. Many of the school's older pupils build on their writing skills successfully and show a secure grasp of familiar spelling patterns and paragraphing. They adapt the style and structure to different topics effectively. For example, they describe the life and work of the 'Copper Ladies' on Parys Mountain. However, pupils' extended writing skills do not build systematically as they journey through the school.

In the school's youngest years, most pupils make good progress in their mathematical development. In the reception class, most pupils have a good grasp of

number facts up to 20 and, by the end of Year 2, many calculate numbers up to 100 confidently. They also succeed in describing the characteristics and properties of three-dimensional shapes correctly by building bridges to cross the Menai strait. By the top of the school, most pupils develop their mathematical knowledge effectively. For example, they draw acute and obtuse angles confidently and use data successfully when comparing deaths in coal mines in Wales. However, although most pupils have a sound understanding of mathematical concepts, they do not apply their numeracy skills to the same standard across the curriculum.

Most pupils develop effective digital skills. They log into digital platforms confidently to access their work. Many Year 2 pupils make good use of appropriate software to animate Welsh legends and program electronic robots confidently to follow specific paths. Many of the older pupils make choices about the most effective tools and software to consider for different purposes. They use a range of information presentation programs well, such as inserting text and graphics to improve presentations and coding games with sound for their peers to complete.

Most pupils develop their artistic skills well. Younger pupils create art in a wide variety of contexts. For example, from nursery to Year 2, pupils work well together to emulate colours in their work, which is similar to famous artists such as Paul Klee and Kyffin Williams. Across the school, most pupils take advantage of opportunities to develop their creativity. This includes the older pupils using watercolours and pastels independently to interpret still life drawings.

Well-being and attitudes to learning

Nearly all pupils feel safe within the school's caring and familial ethos. They know whom to approach for advice if anything is worrying them and are confident that staff respond immediately to any concerns they may have. Most pupils consider that they are treated with respect and that their contribution to school life is valued greatly.

Most pupils show pride in their local area and their school and take pride in the Welsh language and their heritage. This contributes firmly to pupils' well-being and attitudes to learning, and their contributions are central to the school's ethos and vision. For example, they write intelligently about the characteristics of friendship and their comments are reflected successfully across the school. This motivates pupils to understand that their relationships are crucial to their development as a well-rounded individual.

The behaviour of nearly all pupils within lessons, activities and break times is commendable and praiseworthy. Most work conscientiously and harmoniously with their peers. They are polite and considerate of others and treat familiar adults, peers and visitors with obvious respect and care. Across the school, most pupils demonstrate positive attitudes to learning. They listen attentively to presentations and instructions from adults and concentrate for extended periods when applying themselves to their tasks.

Most pupils contribute purposefully to what they learn and have a positive influence on the class themes. For example, they take advantage of the opportunity to share their interests and aspirations when contributing to mind maps at the beginning of the termly theme. As a result, they develop the ability to make decisions and reflect on

their learning, such as participating in their challenges with curiosity and independence.

Most pupils begin to develop relevant thinking techniques to help them to succeed and persevere when solving problems before asking for help. As a result, across the school, pupils develop resilience and confidence when persevering with their work in their classes and when applying themselves to outdoor tasks. Pupils' attendance is also good and higher than the national average.

Most pupils have a sound understanding of the importance of eating and drinking healthily and understand the beneficial effect of exercise on their health. They participate enthusiastically in a range of physical activities that are planned purposefully to develop healthy and confident individuals. Pupils have sound knowledge of that they need to do to stay safe online.

Many pupils develop as ethical and knowledgeable citizens through their awareness of fairness and equality. Through their research and sensible discussions, they begin to understand the importance of respecting the needs and rights of other people as part of a diverse society. A good example of this is how they research the life of the leader Martin Luther King and the history of the activist Rosa Parks and use this information to consider what contributes to a society that respects human rights.

Pupils' well-being and attitudes to learning are sound due to their enthusiastic involvement in developing their creative skills. Most pupils are willing contributors when developing their artistic skills. For example, the youngest pupils are adventurous when experimenting successfully with a variety of media, such as printing different patterns to decorate Bishop William Morgan's Bible. Most of the older pupils also develop their skills as ambitious and creative contributors effectively. They contribute eagerly to their theme on specific businesses in their rural area, such as the factory of a local entrepreneur who makes chocolates and cakes.

Many pupils, including those with ALN, are willing to take on roles of leadership and responsibility. They play a productive part in the life and work of the school as members of the school council and various other committees. Representatives undertake their work enthusiastically through a variety of activities and, by doing so, make a valuable contribution to the life and work of the school. For example, members of the Health and Well-being Group encourage pupils and staff to drink water regularly throughout the day.

Teaching and learning experiences

The working relationship between staff and pupils is strong. Staff know the pupils well and tailor learning activities purposefully to meet pupils' needs, including those who need support with their work. Assistants provide these pupils with diligent support and know when to intervene and when to allow them to complete their work independently. The brisk pace of many of the lessons engages pupils' interest skilfully and motivates them to persevere and succeed. However, at times, the introductions to lessons are long and, as a result, a few pupils lose interest in their learning.

The teaching provided by teachers and assistants is sound and pupils have a range of experiences to develop their skills across the curriculum. For example, Year 2 and 3 teachers provide challenging opportunities for pupils to time water runs in the outdoor area. As a result, they discuss speed and time and link the two intelligently. Pupils from Years 4 to 6 write interesting monologues to portray the working conditions of children during the Victorian era as chimney sweeps and mouse catchers.

Teachers plan a variety of interesting experiences, in line with the principles of the Curriculum for Wales, which motivate most pupils to make good progress from their starting points. For example, teachers provide stimulating activities that promote pupils' interest in the local area when studying Bodffordd and contributing to a television programme on the history of the village with the support of local residents. There are a host of experiences available to support pupils to make progress in their writing and numeracy skills. However, planning does not build systematically on these skills from one year to the next wholly effectively. As a result, pupils do not make enough progress in applying their writing and numeracy skills across the curriculum.

Teachers encourage pupils to contribute their views about what they would like to learn by completing joint mind maps at the beginning of a theme. They give due attention to pupils' suggestions when planning intelligently to improve pupils' skills, knowledge and understanding. They welcome their views and use them effectively when preparing activities. For example, following pupils' suggestions, the classes study the bridges of Anglesey, the mountains of Snowdonia and a local farm and its milk shed. This means that pupils are keen to share their experiences with others in the local area and beyond.

The curriculum gives good consideration to global events and the diversity of the world. Teachers plan learning experiences that reflect the cultural heritage of Wales successfully. As a result, all staff promote the advantages of learning Welsh effectively.

Teachers use assessment activities and appropriate practices when responding to pupils' work during lessons. In the most effective practices, most teachers share oral feedback skilfully to challenge and assess the quality of pupils' learning and target any needs promptly. Staff also question pupils skilfully and provide suitable opportunities for them to respond to their teachers' feedback and written comments. However, teachers' feedback does not target the next steps in pupils' learning effectively enough for them to understand how to improve their work.

The school provides a beneficial and interesting learning environment where each area is used purposefully to support pupils' learning. Staff create attractive displays and learning areas inside the building to motivate pupils. Staff use the outdoor spaces well, where there are opportunities for pupils to make choices about what and how to learn. This includes cooking in the mud kitchen and role-playing on the stage. Pupils are therefore given valuable opportunities to apply their skills well in practical situations.

Care, support and guidance

The school is a warm and caring community and staff encourage pupils to contribute to its inclusive and friendly ethos successfully. The effective working relationship between staff and pupils and among the pupils themselves is a positive feature of the school. For example, the diligent work of the Break Time Group, by using questionnaires to seek pupils' aspirations, has led to community benches and play equipment on the playground.

Teachers and assistants know the pupils well and respond promptly and sensibly to their emotional and social needs. They contribute well to successful strategies to manage pupils' behaviour. This includes the beneficial use of nurture groups, which support individuals and groups of pupils purposefully. The school's collaborative approach contributes well to pupils' happiness and desire to take part in the school's activities. This support helps most pupils to settle well at the school.

Provision for pupils who have been identified as having ALN is effective. The ALN co-ordinator works conscientiously with other members of staff, external partners and local schools to ensure that individuals and groups of pupils are identified, tracked and supported well from an early age. Pupils' progress reviews mean that members of staff have a clear understanding of pupils' needs. Staff interact beneficially with a range of services to ensure additional, timely resources and to provide specialist support for pupils with a wide range of learning, emotional and social needs. These arrangements ensure that most pupils who benefit from additional support make good progress in relation to their stage of development and their starting points.

The school develops effective opportunities for pupils to contribute to decisions to improve their experiences. Staff encourage all pupils to undertake leadership roles effectively on a variety of elected groups. This provision broadens their understanding of developing as active citizens and the importance of individual contributions to support and maintain a purposeful society. For example, members of the Charities Group organise fundraising days for local and national causes. The Green Group also evaluates the school's daily practices thoughtfully, such as saving energy and recycling.

The school has a beneficial range of opportunities that help pupils to develop a good understanding of their Welsh heritage. For example, the school promotes its local area, or *cynefin*, effectively by studying local legends and the history of the saints of Anglesey. The school promotes Welsh culture effectively, for example by taking part in local eisteddfodau, reciting and clog dancing. These activities encourage pupils to engage enthusiastically with Welsh culture and feel proud of the school's inclusive ethos within its Welsh community.

Staff place a strong emphasis on providing a diverse range of trips and visits that support the curriculum and engage pupils' interest in their learning. For example, younger pupils learn about the world of work effectively. This includes opportunities for them to study the lives of different workers, such as emergency services officers. The Business Group also plans to sell produce grown in the planting areas to enrich pupils' knowledge of profit and loss.

Staff enable pupils to make strong contributions to the life of their community. They use these experiences positively so that pupils develop respect and understand the importance of caring for others. As a result, pupils learn that acts of kindness make a difference to the lives of families in their neighbourhood and beyond. The school uses collective worship successfully to promote pupils' spiritual and moral development. For example, pupils support a local food bank by collecting donations at their harvest festival celebrations. These activities contribute well to pupils' understanding that supporting each other is important in a caring society.

The school's processes for monitoring attendance and punctuality are efficient. Staff communicate well with each other to support pupils and their families to improve pupils' attendance. Staff understand their roles well in keeping pupils safe and maintaining the school's inclusive ethos. The school's safeguarding arrangements are appropriate and are not a cause for concern. However, inspectors brought an issue relating to the safety of the school grounds to the attention of the school's leaders during the inspection.

Leadership and management

The headteacher places pupils' well-being at the heart of his vision. Governors support his philosophy and staff act conscientiously on leaders' expectations. Leaders create a caring and inclusive ethos among all staff and pupils. As a result, staff and pupils take pride in the school's motto and act thoughtfully to develop 'One Family'. This positive mindset creates an ethos of co-operation, which has a purposeful effect on pupils' attitudes to learning.

Leaders focus on embedding a common understanding of professional values among the staff. As a result, leaders ensure that staff's actions focus on providing agreed processes for pupils' benefit. For example, planning for the Curriculum for Wales is developing well and uses the local area as a prompt, which includes studying local legends, such as Seiriol Wyn and Cybi Felyn.

The arrangements for distributing leadership roles and holding staff to account for the quality and impact of their work are effective, on the whole, and derive from suitable performance management practices. There are clear arrangements in place to discharge leadership duties in the headteacher's absence. However, although the headteacher copes with his role appropriately, he does not have enough time to discharge the full range of leadership duties in a sustainable manner.

Leaders have a clear picture of the school's strengths and areas for development. The link between self-evaluation activities and improvement planning is sound. This means that leaders prioritise their findings intelligently and set reliable targets to move the school forward, such as improving pupils' numeracy skills. Leaders also share the school's culture of safeguarding effectively with all staff.

:Leaders' processes for evaluating the effectiveness of provision are well-established and based on an appropriate range of first-hand evidence. Systems to improve quality include holding conversations with pupils about their work, monitoring teaching with consortium officers and analysing data to measure pupils' progress and move their learning forward. Leaders seek the views of other partners purposefully

and consider the views of parents and act on any findings sensibly. For example, they use social media successfully to show parents pupils' daily experiences.

Leaders ensure that relevant learning opportunities are available to staff to support their professional learning, which links closely to the school's improvement priorities. One of the positive features of the process is that staff develop skills, which they use wisely to improve pupils' outcomes. For example, they attend training to develop planning further and assess the achievements of individual pupils efficiently, which contributes towards improving pupils' outcomes purposefully.

The school visits local schools to test its effective practices and this supports the school's ability to improve continuously. This strategy provides valuable opportunities for teachers to compare and share their effectiveness with other professionals. As a result, staff are given productive opportunities to develop their professional knowledge purposefully.

Leaders ensure that staff make the best use of the building and grounds. This includes developing new outdoor spaces. Leaders allocate resources purposefully and use the pupil development grant sensibly to provide support programmes across the school. Assistants provide beneficial support to move pupils forward with their learning.

The input of governors, through sub-committees and the full governing body, creates systematic improvements across the school. Governors support the headteacher meaningfully and hold him to account as critical friends. The headteacher informs governors intelligently about pupils' learning and well-being. They act well on improving provision, such as developing pupils' standards of spoken Welsh further. Governors promote robust practices to ensure that pupils eat and drink healthily and leaders advise parents about the importance of nutritious food in their packed lunches.

Governors take advantage of developing a first-hand understanding of the school's activities, which is beneficial for making improvements. For example, they undertake learning walks and discuss work with pupils to measure pupils' understanding of their work. This enables governors to develop a valuable awareness of the school's current practices. Governors monitor finances regularly and ensure that decisions on expenditure align with the school's priorities.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work 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 lessons, including learning support groups and the specialist resource base (where appropriate), 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 (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- 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 (<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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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