



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

A report on

Bodfari C.P. School

**Bodfari
Denbigh
LL16 4DA**

Date of inspection: November 2024

by

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

About Bodfari C.P. School

Name of provider	Bodfari C.P. School
Local authority	Denbighshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	47
Pupils of statutory school age	41
Number in nursery classes	6
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 22.9%)	16.4%
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 11.1%)	6.8%
Percentage of pupils who speak Welsh at home	11%
Percentage of pupils with English as an additional language	2%
Date of headteacher appointment	02/09/2024
Date of previous Estyn inspection (if applicable)	22/05/2017
Start date of inspection	11/11/2024

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

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

The headteacher has a clear vision and high expectations for pupils' learning and well-being. A strong team of staff and supportive community work with her to bring this vision to life and ensure that pupils feel happy and safe and enjoy their time at school. Staff build positive relationships with pupils, understanding their individual needs in detail and encourage their participation in all aspects of school life. Across the school standards of behaviour are excellent and pupils display positive attitudes to most aspects of their learning.

The school's nurturing ethos, along with effective teaching and engaging learning experiences support most pupils, including those with additional learning needs (ALN) to make good overall progress from their individual starting points.

Staff use assessment information particularly well to support pupils' progress in literacy and numeracy. They ensure that pupils have regular and valuable opportunities to use their speaking and listening, reading and writing and numeracy skills, at just the right level, in their work across the curriculum. Pupils use their digital skills well to support their learning. Most pupils make appropriate progress in learning Welsh.

The school involves pupils well in deciding what they would like to learn about and draws effectively on local expertise and community organisations to enrich the curriculum and school life. Generally, teaching ensures that pupils' progress in lessons and over time is consistently good. In a few instances however, in aspects of learning other than literacy and numeracy, the level of challenge provided for pupils does not support pupils to consolidate or extend existing skills. Occasionally, pupils spend a little too much time waiting for their turn to learn.

Leaders evaluate the school's work accurately and work strategically to address improvement priorities. Governors are supportive and actively involved in the school's work. They work diligently to use their individual skills to support and challenge the school's work. However, the school currently has a deficit budget.

Parents appreciate the school's nurturing environment and communication.

Recommendations

We have made one recommendation to help the school continue to improve:

- R1 Ensure that teaching and learning experiences provide the right level of challenge and actively engage all pupils more consistently, particularly during a few independent tasks

What happens next

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

Main evaluation

The headteacher has a clear vision for pupils' learning and well-being and for the school's role and position in the community. In a very short amount of time, she has brought the staff together as an effective team with a strong culture of collaboration. Together, they work purposefully towards achieving the school's high expectations for pupils.

There are worthwhile opportunities to share professional practice across the school with all staff observing others. Staff find this process supportive and appropriately challenging.

Leaders are beginning to distribute leadership opportunities well, for example by supporting a relatively new member of the team to lead the development of Religion Values and Ethics education. These opportunities and support strengthen the school's leadership capacity and provide staff with valuable skills, such as the ability to evaluate teaching and learning by considering the difference it makes to pupils' progress and well-being. All staff contribute to evaluation work. Overall, they evaluate the effectiveness of the school's work accurately

Staff establish positive, nurturing relationships with pupils. They know pupils' individual needs and interests particularly well. They use this knowledge sensitively to enhance pupils' sense of belonging to the school community and to encourage them to participate fully in all aspects of school life. Effective professional learning for staff, for instance about trauma informed practice, enhances the school's ability to meet the needs of pupils who face additional challenges in their lives. Standards of behaviour are excellent. Pupils enjoy school and rates of attendance are good.

During their time at school, most pupils, including those with additional learning needs (ALN) make good overall progress from their individual starting points in most aspects of their learning.

Spotlight: Effective use of assessment to support progression in literacy and numeracy

The use of assessment to support learning, especially in the development of pupils' literacy and numeracy skills is highly effective. Teachers use assessment information from pupils' prior learning to provide personalised next steps. They make continuous and effective adaptations to their teaching, for example by changing the organisation of groupings. They differentiate lessons skilfully to support pupils of all abilities to make consistently good progress in the development and application of key literacy and numeracy skills.

When they first join the school, most pupils have very good speaking and listening skills. From a very young age, they speak clearly with a good range of vocabulary to present their views or talk about their work. As they move through the school, they learn and use specific skills well, for example to help them present their opinions when debating issues such as crime and punishment.

The school's approach to developing pupils' writing skills is effective. Teaching supports this development very well by giving pupils a platform to write creatively and at length without fear of failure. Most pupils learn how to write for a good range of purposes. They use punctuation and grammar with appropriate accuracy.

Most pupils develop positive attitudes to reading and a good range of skills, which they apply well to support their learning. Reading provision for the very youngest pupils nurtures an enjoyment of stories. Adults provide plenty of opportunities for pupils to talk about stories and express their feelings and opinions. Staff, including support staff, are highly skilled in questioning pupils in post reading activities, for example to explore the feelings of different characters from stories. There are effective guided reading sessions for older pupils. They provide a good level of challenge to pupils and help them to develop their skills. By Year 6, most pupils read with confidence, fluency and understanding. The work to improve provision for reading exemplifies leaders' capacity to bring about change through strategic planning and the use of professional learning and performance management processes.

Pupils have regular opportunities to use the Welsh language. Daily 'Helpwr Heddiw' sessions provide useful opportunities for pupils to learn new vocabulary and sentence patterns and to practise using the language they already have. Overall, the school's provision develops pupils' Welsh language skills appropriately. In addition to learning the language, pupils learn about Welsh heritage and culture, for example by attending a 'jambori' with pupils from other local schools.

Most pupils make good progress in mathematics. Younger pupils learn through practical activities in mathematics sessions and in their play. As they move through school, pupils continue to use practical apparatus to support their mathematical development and understanding of key concepts. They develop a secure understanding of number. Most older pupils use their mathematical skills well independently. For example, they choose the strategy they feel most confident with when multiplying two and three-digit numbers. Overall, pupils apply their numeracy skills to a good standard in their work across the curriculum.

Provision to develop pupils' digital skills is progressive and effective. It generally ensures that pupils develop a broad range of skills and use these appropriately to support their learning. There are valuable opportunities for pupils to develop artistic and creative skills.

Pupils are increasingly involved in the school's self-evaluation processes. Currently, they are supporting school leaders to make the school's curriculum more relevant to pupils' interests. This is supporting the school to provide a broad and balanced range of learning experiences through topics that offer interesting contexts for learning, such as crime and punishment and animals. Teachers draw effectively on local expertise to enhance pupils' learning. For example, a recent visit from parents who

run a local farm added excitement to the school day and captured the interests of younger pupils very well.

Overall, teachers create engaging learning environments and use an effective range of strategies to teach the curriculum. They generally ensure that learning moves forward at a good pace and provide valuable feedback to help pupils to improve their work. Teachers are beginning to use the outdoor learning areas appropriately to enhance learning, for example to enable pupils to experiment with making Roman aqueducts or to follow their interests to make a carwash. However, in a few instances, indoor and outdoor teaching and learning experiences do not engage pupils or support them to make the progress they could. This includes times when pupils spend too long waiting to learn, for example watching others doing an activity. In addition, planned tasks and activities do not always offer the correct level of challenge, such as independent tasks in areas of learning other than literacy and numeracy.

There are effective arrangements to provide for pupils with ALN and for those who need additional help to access learning. School works effectively with external agencies where necessary to support pupils with ALN, for example to make adaptations to the learning environment or to engage specialist services. Staff keep the effectiveness of provision under review appropriately.

There are many valuable opportunities for pupils to take on leadership roles that influence the life and work of the school. The school's leadership groups are proactive in bringing about change and strengthening community links. For example, they lead work to collaborate with the local church to commemorate Remembrance Day and support pupils to develop their Welsh language skills, at playtimes.

Governors understand their roles and responsibilities well. They provide good support and appropriate challenge to school leaders. They visit the school regularly for purposeful evaluation work and are aware of the school's current improvement priorities and their role in supporting the school to achieve them. Governors, in partnership with the headteacher, oversee the school's finances diligently. They ensure that grant funding, such as the pupil development grant, is used appropriately. However, the school currently has a deficit budget.

Parents work effectively in partnership with the school. They hold the school's work in high regard and are very pleased with the school's role in nurturing and educating their children. They receive timely and effective communication about the school's work and their child's progress.

Additional information

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

The school's arrangements for site management 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 the use of the pupil development grant. However, the school currently has a deficit budget.

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)

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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