



Report summary for parents and carers on Bodnant Community School

Date of inspection: November 2024

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

Summary

Leaders at Bodnant Community School establish a highly inclusive community where pupils feel happy and safe and develop positive attitudes to learning. Most pupils, including those with additional learning needs (ALN) and those from low-income households, make good overall progress during their time at school. Relationships between the school and families are a strength and parents are encouraged to contribute to the school's collaborative approach to securing positive outcomes for pupils.

Leaders put pupils' well-being at the heart of the school's work and staff support pupils effectively to develop as confident learners. Senior leaders work effectively to develop staff through professional learning opportunities that lead to continuous school improvement. The school's work to develop pupils' mathematical knowledge and understanding, for example, has been successful. However, leaders do not always evaluate the impact of teaching on pupils' learning carefully enough.

Staff and governors at the school understand the needs of pupils and families and put effective support in place. This ensures that most pupils, including those with additional learning needs (ALN) make good progress during their time in school. The governing body is supportive, and governors undertake their duties diligently.

The school's curriculum includes an authentic range of learning experiences that supports pupils to develop their understanding of the rich heritage and culture of Wales. Teachers focus well on developing pupils as ethical citizens who demonstrate values such as care and empathy. They enable pupils to develop an effective range of skills, including speaking and listening, reading and digital skills well, and consider how to support pupils to make good progress in their learning across the curriculum. The school's work to develop pupils' writing and Welsh oracy skills is at an early stage of development. The school is beginning to develop pupils as effective independent learners. However, where teachers over-direct learning, pupils do not develop their independent learning skills well enough.

Recommendations and next steps

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

R1 Ensure that leaders focus monitoring and evaluation closely on the impact of teaching on learning

R2 Continue to develop pupils' writing, Welsh oracy and independent learning skills

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

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).



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Publication date: 16/01/2025

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