

**A report on**  
**Ysgol Gynradd Bodedern**

**Bodedern  
Holyhead  
LL65 3TZ**

**Date of inspection: March 2025**

**by**

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

**This report is also available in Welsh**

## About Ysgol Gynradd Bodedern

Name of provider	Ysgol Gynradd Bodedern
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	98
Pupils of statutory school age	80
Number in nursery classes	8
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> ( <i>The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%</i> )	18.1%
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 11.1%</i> )	21.3%
Percentage of statutory school age pupils who speak Welsh at home	66.3%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	02/12/2019
Date of previous Estyn inspection (if applicable)	22/11/2016
Start date of inspection	10/03/2025

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

## Summary

Ysgol Gynradd Bodedern is a happy and homely community. The headteacher has high expectations of herself, staff and pupils. This encourages pupils to develop beneficial attitudes to their learning and positive behaviour.

A notable feature of the school's provision is the close relationship between pupils and staff. Teachers consider pupils' ideas and questions regularly when planning activities that engage their interest in the termly themes well. An obvious strength is the way in which the curriculum has been planned meaningfully to focus on the pupils' 'cynefin' or local area. As a result of these purposeful plans, pupils foster pride in the local area, by celebrating the heritage of Bodedern and Anglesey extremely effectively.

Across the school, teachers work diligently to ensure that learning activities engage pupils' interest and develop a range of most pupils' skills successfully. At times, staff tend to over-direct learning, which slows pupils' ability to develop as independent learners. Teachers use timely questioning methods and encouragement to support pupils' progress and ensure their understanding. They share feedback in a timely manner, which enables pupils to identify what they have done well. On the whole, feedback does not identify the next steps in pupils' learning effectively enough.

The headteacher and staff are supported enthusiastically by governors who are fully committed to the school's success. Members of the governing body work closely with staff to evaluate the effectiveness of provision and standards of learning. Following monitoring activities, they share information about their findings appropriately and respond promptly to what needs to be improved.

## Recommendations

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

- R1. Expand and refine opportunities for pupils to develop their independent learning skills
- R2. Ensure that the quality of teachers' feedback identifies 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 evaluation

The headteacher's effective and firm leadership sets a clear strategic direction for the development of the school. The headteacher, together with pupils, staff and parents, has created a purposeful vision which focuses on creating a happy school community that prioritises 'Learning, Growing and Succeeding together'. A strong sense of belonging has been embedded within the school and the supportive and friendly working relationship between staff and pupils is a strong feature.

The headteacher has high expectations of herself, staff and pupils. The headteacher is supported by a team of enthusiastic and energetic staff. They work together diligently to ensure stimulating experiences that motivate pupils and spark their natural curiosity successfully. As a result, nearly all pupils demonstrate beneficial attitudes to learning and positive behaviour.

Across the school, staff plan together effectively to provide a purposeful, broad and exciting curriculum which covers the areas of learning and experience successfully. Teachers consider pupils' ideas and questions regularly when planning activities that engage their interest in the termly themes well. The teachers' purposeful curriculum design means that activities provide valuable opportunities for pupils to apply their skills across the areas of learning. An obvious strength of provision is the way in which the curriculum has been planned meaningfully to focus on the pupils' 'cynefin' or local area.

### Spotlight: Designing a curriculum around the local area

When planning local themes, staff provide interesting activities that take pupils' questions into account. For example, how and why has the village of Bodedern changed over time? By planning meaningful experiences, staff give attention to the history and heritage of the village and plan visits jointly that develop a strong sense of belonging to the area. For example, the oldest pupils guide the youngest pupils around the village, telling stories and anecdotes about their locality. Staff support these experiences effectively with purposeful activities in the classrooms, such as researching the history of the fire that burned down the old school. As a result of these purposeful plans, all pupils develop pride in their local area and celebrate the heritage of Bodedern and Anglesey extremely effectively.

A notable feature of provision is the close relationship between pupils and staff. Teachers use a range of effective teaching methods valuably. They use timely questioning methods and encouragement to support pupils' progress and expand their knowledge and understanding of different contexts effectively. Teachers share feedback in a timely manner, which enables pupils to know what they have done well. However, feedback does not identify the next steps in pupils' learning effectively enough.

Teachers evaluate and assess the progress and development of individual pupils and specific groups effectively. They record and track pupils' achievement well. As a result, teachers and assistants have up-to-date information about pupils' achievement and progress which enables them to challenge them appropriately in their learning. Teachers develop learning at a suitable pace and motivate pupils to persevere and succeed. However, at times, staff tend to over-direct learning, which slows pupils' ability to develop as independent learners.

Staff provide effective support for pupils with additional learning needs (ALN), by ensuring that learning plans are adapted to their individual needs. Strong co-operation between the school and external bodies ensures that pupils make good progress and gain confidence.

Staff develop pupils' skills effectively and build well on their previous learning. Most pupils develop their knowledge and understanding and make sound progress in their literacy skills. By the top of the school, most pupils' consider the audience successfully when writing extended pieces, such as imaginative portrayals of 'the island of my personality'. Across the school, staff develop numeracy and digital skills along with a range of other skills in various areas of learning. Provision to develop pupils' health and well-being is popular among pupils and valuable opportunities to develop their social and emotional skills have a robust effect on their well-being. Provision to support pupils to develop their creative skills and artistic talents is sound.

Through various committees, pupils work together successfully to influence the life and work of the school. For example, pupils on the eco council plant seeds and grow seasonal vegetables such as potatoes, leeks and carrots to create a healthy soup, which encourages pupils to eat healthily.

The headteacher has established robust arrangements for monitoring and evaluating learning and provision. They use a suitable range of evidence to identify strengths and areas for improvement. All staff are fully committed to the process, which means that they work within a culture that encourages them to develop and improve their practices regularly. For example, through a process of joint scrutiny of pupils' work, teachers identify aspects that are in need of attention, such as the need to ensure consistency in the use of success criteria in pupils' learning activities. As a result, teachers take timely action to make continuous improvements.

The governors are supportive of the school's work. They have sound knowledge of the performance and effect of leaders' procedures on pupils' well-being and progress. They share responsibilities conscientiously and visit the school regularly to evaluate the effect of provision on pupils' standards and progress. This means that they challenge leaders purposefully to make timely adaptations, for example for pupils' regular attendance at school. This has led to an increase in pupil attendance rates across the school.

The school is a core part of the community and nearly all pupils play an active part in working together on projects to improve their area. Across the school, pupils work closely with the community council on projects such as 'story boards' to tell the history and stories of Bodedern with the residents of the village. The oldest pupils develop their literacy skills appropriately when creating posters and sharing them with parents to pick up their dog muck around the streets. Through this, these experiences contribute extremely successfully to developing pupils to become mature and conscientious citizens who show pride in the heritage of their local area.

The school has a strong relationship with parents. Parents feel that they are able to talk to any member of staff to discuss their children's well-being and education. Relevant information about the school's activities is shared appropriately with parents through a variety of communication methods.

### **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.

## **Evidence base of the report**

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee 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, 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



## Appendix 1: Numbers – quantities and proportions

The report refers 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](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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**This document has been translated by Trosol (Welsh to English).**