

# Report summary for parents and carers on Ysgol Bodafon

Date of inspection: November 2025

This report is also available in Welsh

# Summary

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Ysgol Bodafon Church in Wales School is a warm and inclusive community where pupils feel safe, happy and respected. Staff know pupils well and build strong relationships that nurture confidence and positive attitudes to learning. This supportive atmosphere contributes to pupils' consistently polite behaviour and their willingness to engage fully in school life. During their time at the school, most pupils, including those with additional learning needs (ALN) and those eligible for free school meals, make suitable progress in their learning.

Learning experiences are engaging and draw on the school's local context well. Pupils enjoy celebrating Welsh culture and use the language enthusiastically in everyday situations. Most pupils develop secure literacy and mathematical skills with older pupils able to read with understanding, write for different audiences and solve more complex number problems.

As they get older, pupils gain increasingly valuable digital, creative and physical skills, often working together on interesting projects in art, music and dance. However, pupil leadership groups are generally over-directed by staff.

Overall, teaching supports most pupils to make suitable progress from their individual starting points. Teachers deploy support staff effectively and suitably promote pupils' independent learning skills. In a few instances, teachers do not ensure that the level of challenge matches pupils' needs and teachers' feedback to pupils is variable in its effectiveness. This means that pupils do not always make the progress of which they are capable. Leaders have established an appropriate culture of safeguarding and staff place a strong and successful emphasis on pupil well-being. Most pupils understand how to stay safe online, enjoy learning about healthy lifestyles and benefit from caring support from staff. However, despite the school's efforts, rates of persistent absence are too high.

Governors are committed and supportive, and leaders develop partnerships with external organisations that enrich pupils' experiences. However, the school's self-evaluation processes, improvement planning and resource management do not focus well enough on identifying the difference that the school's work and use of resources make to pupils' progress. Although parents and carers value the school's open-door approach and communication, the information they receive about their child's progress is limited.

# Recommendations and next steps

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## We have made three recommendations to help the school continue to improve:

- R1 Strengthen self-evaluation processes, improvement planning and resource management to ensure a consistent focus on pupils' outcomes
- R2 Provide consistent challenge and timely feedback to ensure that all pupils make the progress of which they are capable
- R3 Reduce rates of persistent absenteeism

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

## Full Report

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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