

A report on

Ysgol Bodhyfryd

**Range Road
Wrexham
LL13 7DA**

Date of inspection: May 2026

by

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

This report is also available in Welsh

About Ysgol Bodhyfryd

Name of provider	Ysgol Bodhyfryd
Local authority	Wrexham County Borough Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Category 3
Type of school	Primary
Religious character	*
Number of pupils on roll	280
Pupils of statutory school age	224
Number in nursery classes	30
Percentage of statutory school age 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 the primary sector is 21.7%)	23.3%
Percentage of statutory school age pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 9.2%)	5.4%
Percentage of pupils who speak Welsh at home	12.5%
Percentage of pupils with English as an additional language	0.4%
Lead partner in Initial teacher education	No

A report on Ysgol Bodhyfryd
May 2026

Date of headteacher appointment	27/04/2026
Date of previous Estyn inspection (if applicable)	14/01/2019
Start date of inspection	11/05/2026

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

Ysgol Bodhyfryd is an inclusive and friendly community that places a firm emphasis on pupils' progress, well-being and personal development. The headteacher, who is very new to the role, has a clear vision, which ensures that pupils have a wide range of experiences in interesting and caring learning environments. This contributes purposefully to positive behaviour and a willingness to learn among pupils.

This sensible vision, which includes the meaningful contributions of staff and the wider community, supports the school's improvement processes effectively. However, the recent leadership structure has not had enough time to embed fully and does not yet influence the school's strategic direction in full.

Teachers and assistants work together effectively to ensure engaging curricular provision. They are an effective team of staff who focus on promoting pupils' learning and well-being purposefully. They work enthusiastically with parents and external agencies and know the needs of pupils and their community well. The local authority's Continuous Provision Units, which are on the school grounds, provide effective care for pupils with additional learning needs (ALN). As a result, nearly all pupils in the units make sound progress from their starting points.

Learning sessions have a purposeful pace and meet pupils' needs well. On the whole, staff support pupils to make independent choices about their learning. However, teachers' feedback does not target the next steps in pupils' learning incisively and consistently enough. On the whole, teachers provide interesting opportunities for pupils to develop their skills consistently within individual learning activities and over time. This leads to effective progress in pupils' literacy, numeracy and digital skills. However, pupils are not given enough opportunities to stretch them to apply their skills at challenging levels across the curriculum.

Pupils and staff forge close and loyal working relationships. Staff encourage pupils to work together and share ideas and feelings intelligently, which develops their respect for others successfully. Staff ensure that pupils develop effective personal, social and creative skills, in addition to promoting a good awareness of their 'cynefin', or local area, and a strong cultural appreciation.

Recommendations

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

- R1 Ensure that leadership establishes a clear strategic direction for the school in full
- R2 Ensure that teachers' feedback supports pupils to improve their work consistently
- R3 Extend opportunities for pupils to apply their skills at challenging levels across the curriculum

What happens next

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

Main evaluation

Ysgol Bodhyfryd is a happy, inclusive and supportive learning community. The headteacher, who is very new to her post, has begun to set a purposeful strategic direction for the school. She has high expectations of herself, staff and pupils. She works diligently with the leadership team, staff and governors to ensure interesting and relevant learning experiences for pupils. As a result, leaders are beginning to convey a clear vision successfully. This is based on ensuring well-being and beneficial care, along with purposeful learning experiences for pupils. However, the new leadership structure is still in its early stages and has not yet had a full influence on the school's new strategic direction.

The headteacher's leadership is robust. In a short period of time, she has ensured that the whole leadership team considers a wide range of evidence to identify the school's improvement priorities. This focuses on developing provision to improve pupils' spoken language, extended writing and learning experiences across the curriculum. All of the school's team contribute purposefully to the evaluation procedures and have a sound understanding of their roles in focusing on developing and evolving provision.

Leaders implement a positive culture and ethos to promote, develop and support staff's professional learning. They share ideas and adopt effective and relevant practices

intelligently and this contributes positively to the school's ethos. Leaders support staff to reflect and consider the effect of professional learning on pupils' well-being, skills and learning. For example, staff hold regular professional discussions to discuss specific aspects of the curriculum, their assessment practices and to trial new teaching principles.

Leaders forge effective relationships with parents. Continuous co-operation and communication promote the school in its community effectively. Leaders know the needs of pupils and its community extremely well and provide valuable opportunities for parents to support their children's well-being and learning. For example, staff hold purposeful workshops with parents and pupils about different aspects of the curriculum, such as 'Creu yn y Coed' and 'Coginio lach i'r Teulu'. This supports them to develop their understanding of their children's work, well-being and progress.

Teachers across the school are effective and sound language models and implement high expectations in relation to Welsh and English. They encourage pupils to speak Welsh and use the language purposefully as a core part of their learning and play. Many pupils have positive attitudes towards speaking Welsh across the school and strive regularly to communicate increasingly spontaneously in different contexts. As a result, by the end of their time at the school, many pupils communicate confidently and eloquently in both languages considering their starting points.

Teachers plan provision to develop pupils' literacy skills well. Many of the youngest pupils' early reading and writing skills develop soundly. The youngest pupils experiment with making marks confidently. As their skills develop further, they begin to write sentences, showing a good awareness of basic spelling and punctuation. Many pupils at the top of the school develop purposeful reading and writing skills in both languages and in a range of interesting forms.

Teachers present purposeful mathematics tasks and provide a range of useful support resources. This helps to ensure that many pupils develop a range of useful numeracy skills. Teachers also provide sound opportunities for pupils to develop their digital skills and apply them appropriately across the areas of learning. However, pupils are not given enough opportunities to stretch them to apply the full range of skills, at challenging levels, across the curriculum.

Teachers provide an interesting curriculum that develops pupils' understanding of their local area and the wider world skilfully, for example by learning about the Gresford disaster and its harmful effect on the local community. Teachers also plan suitable opportunities for pupils to discuss important issues, such as relationships and diversity, and purposeful experiences to develop pupils' positive spiritual and moral attitudes. As a result, pupils treat others with respect and develop their awareness of different identities successfully.

Most pupils work considerately with their peers. They listen carefully to teachers, take pride in their work and progress, and their behaviour is good. They ask relevant questions and strive enthusiastically to contribute to class discussions. As a result, most pupils have positive attitudes to learning and the working relationships and respect between staff and pupils are positive.

Teachers explain tasks clearly and support pupils to contribute to their learning purposefully. They ensure that lessons are well paced and use a range of purposeful resources to support pupils' learning. Assistants are also used meaningfully to provide pupils with purposeful support. In the best practices, teachers and assistants know when to intervene and when to promote persistence among pupils.

This engages and maintains most pupils' interest in their learning and supports them to make good progress. However, teachers' feedback does not always support pupils to improve their work consistently enough.

Staff provide interesting learning environments to encourage success and enthusiasm among pupils. This promotes pupils' well-being and progress well. Pupils use a sensible range of safe spaces, when necessary, for example to support them to calm down. Staff use them wisely to support pupils' well-being before they resume their learning.

Provision for pupils with additional learning needs (ALN) is co-ordinated skilfully. Staff work successfully in partnership with external agencies to support pupils. Provision meets the needs of most pupils who need additional support effectively. As a result, most make good progress from their individual starting points. The local authority's Continuous Provision Units, which are on the school grounds, also provide effective care for pupils with ALN. As a result, nearly all pupils at the units make sound 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.

Evidence base of the report

Before an inspection, inspectors:

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

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 14/07/2026