

Ysgol Gymuned Bodffordd
Bodffordd
Llangefni
LL77 7LZ

21/10/2026

Dear leaders and staff

Interim Visit: September 2026

A team of inspectors visited Ysgol Gymuned Bodffordd recently to consider progress in relation to recommendations from the previous core inspection. The team took advantage of the opportunity to observe teaching and learning and talk to pupils and staff. There was an opportunity to scrutinise documentation and samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Plan effective progression in pupils' writing and numeracy skills as they move through the school

- Since the core inspection, the school has maintained a broad and interesting curriculum which provides beneficial contexts for pupils to develop their skills. Leaders and staff work together to develop an extended writing continuum for the range of age and ability. Many of the school's youngest pupils make sound progress in developing their writing skills. By the end of Year 2, many write for a range of purposes and demonstrate a sound understanding of the features of genres. For example, they plan and write engaging stories about Anglesey's red squirrels.
- Most pupils in Years 4, 5 and 6 develop their writing skills beneficially in both languages, for different purposes. Most pupils at the top of the school apply their extended writing skills effectively in a good range of genres across the curriculum.
- Most of the youngest pupils make appropriate progress in their mathematics skills. They use practical resources to deepen their understanding and apply their learning in independent challenges. At times, over-use of ready-made frameworks tends to limit opportunities for pupils to develop to the best of their ability. Many older pupils make sound progress in their mathematics skills and apply them effectively in different contexts across the curriculum.
- Planning to develop pupils' numeracy skills is purposeful and challenges them consistently.

Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively

- Teachers use probing questioning and beneficial oral feedback which focuses appropriately on the next steps in learning, by responding to any errors or lack of confidence among pupils. They also challenge pupils to develop their work further to foster resilience and independence.
- Older pupils in the foundation learning class are beginning to understand the importance of responding to simple success criteria while developing confidence to evaluate their own work.
- Many older pupils develop increasing confidence to respond to feedback provided by staff. Teachers focus effectively on the aspect that needs to be developed, paying attention to agreed success criteria for different tasks. Activities are often graded by the level of challenge, and most pupils explain maturely what different tasks expect them to achieve.
- Teachers and staff use appropriate marking codes so that the pupil understands the next steps in developing aspects of their work. Many older pupils develop their work as a result of feedback, including enriching the text by using literary techniques.
- The school's procedures for supporting pupils to evaluate the work of their peers are developing appropriately and are an element that leaders have identified as an area for development.

The school's most recent core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6602133>

Yours sincerely



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

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