

A report on
Bodringallt Primary School

**Bodringallt Terrace
Ystrad
Pentre
RCT
CF41 7QE**

Date of inspection: March 2025

by

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

About Bodringallt Primary School

Name of provider	Bodringallt Primary School
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	84
Pupils of statutory school age	64
Number in nursery classes	6
Percentage of 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 Primary is 22.9%)	38.4%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	9.4%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/04/2017
Date of previous Estyn inspection (if applicable)	01/03/2017
Start date of inspection	24/03/2025

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

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Bodringallt Primary School is a happy, inclusive learning community where leaders and staff take pride in fostering pupils' well-being and progress. This includes strong support for those in the Social, Emotional, and Behavioural Difficulties (SEBD) provision class. The school prioritises pupils' emotional needs successfully, ensuring they feel happy and secure. This includes the highly effective provision for pupils and their families in the school's 'Rainbow Room'.

Its nurturing ethos, combined with effective teaching and engaging learning experiences, enables most pupils, including those with additional learning needs (ALN) and those from at risk of underachieving because of the effects of socio-economic disadvantage, to make good progress. Staff carefully monitor pupils' progress and provide targeted support when needed. Strong relationships between pupils and staff foster a supportive environment, leading to exceptionally good behaviour and positive attitudes to learning across the school.

Most pupils develop effective literacy, digital, and mathematical skills over time, applying them well across the curriculum. Overall, many pupils also make appropriate progress in Welsh. The school's curriculum offers engaging and inclusive learning experiences. However, teachers do not always provide regular opportunities for pupils to influence what they would like to learn. While staff set clear targets based on prior learning and use questioning skilfully, planned learning activities do not always challenge more able pupils sufficiently.

Leaders work diligently to promote the importance of regular attendance and punctuality. This work has resulted in improved rates of attendance over recent years. Pupils, including those with ALN, engage in valuable pupil voice groups, though their influence on the school's strategic direction is limited.

Governors provide purposeful support and have a good understanding of their roles and responsibilities. They manage finances prudently and work effectively with the headteacher to mitigate the impact of poverty on families. Outstanding partnerships with families and the community strengthen trust and support parents in developing skills to support their children's learning. These efforts enhance the school's inclusive and supportive ethos, ensuring all pupils thrive.

Recommendations

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

- R1. Consistently provide an appropriate level of challenge for more able pupils
- R2. Improve opportunities for pupils to influence school life and their learning

What happens next

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

Main evaluation

Bodringallt Primary School is a highly inclusive learning community that places a clear priority on the development of pupils' well-being. This ethos creates an environment where pupils work and play together happily.

Pupils know that all adults in the school care for them and that they can turn to them when they have difficulties. This supportive ethos, alongside consistent and effective teaching, ensures that most pupils make good progress in their well-being and learning. This includes pupils with additional learning needs (ALN), pupils in the class for pupils with social, emotional and behavioural needs (SEBD) and those at risk of underachieving because of the effects of socio-economic disadvantage.

The headteacher is a committed, inspiring and compassionate leader who places the care, happiness and well-being of pupils and staff at the heart of his work. In partnership with other senior leaders and staff, the headteacher has implemented a clear shared vision based on providing pupils with worthwhile and authentic opportunities to support pupils to 'be the best they can be.'

The positive and nurturing working relationships that exist between staff and pupils is a particular strength of the school. From an early age, most pupils have a positive attitude to learning. They show good levels of interest in their work, listen attentively to staff and their peers and concentrate well on their work during learning activities. Pupils' behaviour is exemplary throughout the school day and they are welcoming, friendly and communicate with visitors confidently.

Across the school, including in the SEBD provision class, staff use a valuable range of approaches to ensure that pupils feel safe and secure, including when online. Tailored social and emotional literacy provision impact successfully on the well-being and engagement of targeted pupils and is a notable strength of the school. For instance, 'The Rainbow Room' provides a calm and nurturing environment that offers bespoke support to vulnerable pupils and their families to engage in their learning highly successfully.

Spotlight: Effective community focussed school approach to improve parental engagement and enhance pupil outcomes

An outstanding aspect of the school's provision is its strong partnerships with parents and the wider community, fostering a strong sense of belonging. Leaders work closely with external partners to provide targeted support, learning opportunities, and guidance for pupils and their families. They also offer dedicated spaces where families can connect with staff and their children. Initiatives such as 'Reading Rhondda' and 'Magic Maths' help parents and pupils develop essential social, literacy, and numeracy skills to support learning at home. To reduce socio-economic barriers, the school collaborates highly effectively with external partners to subsidise trips, recycle uniforms, provide food parcels, and run the parent-led 'pay as you feel' 'Big Bocs Bwyd' initiative. These efforts ensure parents feel valued, supported, and confident in seeking help from the school.

The school has robust procedures to promote and monitor attendance and punctuality. Leaders and staff set high expectations and reinforce the importance of regular attendance through highly effective reward initiatives, such as 'Classopoly.' They provide targeted support to pupils and families with low attendance, and their rigorous and relentless approach has led to sustained improvements, significantly reducing persistent absenteeism over time.

Leaders and staff have developed a curriculum that aligns with the principles and purposes of Curriculum for Wales well. Teachers plan systematically for all pupils to develop their literacy, numeracy and digital skills progressively through a range of interesting cross curricular themes. However, teachers do not always provide regular opportunities for pupils to influence what they would like to learn. As a result, they do not incorporate pupils' ideas and suggestions into learning experiences.

From an early age, most pupils read well and develop a love of reading. By the end of Year 6, pupils read a range of books with good fluency and expression. The school's curriculum provides many opportunities for pupils to apply their literacy skills successfully to other aspects of their work, for instance Year 4 pupils write detailed portraits of activist Greta Thunberg and her role in raising awareness about climate change. This deepens their understanding of global issues and the power of individual action successfully.

As they progress through the school, most pupils develop sound knowledge and understanding of mathematical concepts. They apply these skills well across the curriculum, for example older pupils apply their understanding of measuring and financial planning successfully to design, create and sell products at the Christmas fayre for profit. Additionally, staff work closely with cluster schools and the local secondary school to align expectations for mathematics teaching by the end of Year 6. This supports a consistent approach to developing pupils' mathematical skills over time.

Leaders have strong processes to evaluate the school's effectiveness, identify areas for improvement, and implement timely strategies to enhance pupils' learning, such as developing oracy skills. Targeted professional learning, aligned with school priorities, fosters beneficial staff innovation. For example, staff collaborate diligently to refine strategies for teaching oracy and writing in foundation learning classes. This empowers them to explore new initiatives that improve pupils' outcomes. As a result, most pupils who enter the school with communication skills below the expected level for their age make significant and sustained progress over time, developing the confidence and ability to express themselves clearly.

Staff offer a suitable variety of engaging opportunities for pupils to develop their digital skills. As their skills progress over time, older pupils effectively use a range of software and apply their coding knowledge well to create games for younger pupils and programme characters to navigate obstacles.

During learning activities, staff provide useful feedback to help pupils know how well they are doing and what they need to do to improve. They use questioning skilfully to challenge pupils to build on prior learning, check their understanding and encourage them to extend their thinking independently as well as in groups and pairs. This develops pupils' resilience and confidence to learn from their mistakes and from others. However, learning activities do not always challenge the more able pupils sufficiently to make the progress that they are capable of.

The governing body is supportive of the school and knows the community it serves well. They have a good understanding of the many challenges the school faces. Leaders allocate and use the school's resources purposefully. They have invested carefully to develop learning areas in the indoor and outdoor environments, such as the school's extensive garden. These areas are utilised effectively and enrich the learning experiences of the pupils beneficially.

The school celebrates its Welsh heritage positively. Pupils develop a worthwhile sense of 'cynefin' and learn about the features of their locality, for example they learn about the local mining heritage. Generally, staff model the Welsh language purposefully and roles, such as 'Helpwr Heddiw' and 'Y Criw Cymraeg', help to promote the language suitably. Overall, the school's provision develops pupils' Welsh language skills appropriately.

The school provides effective support for pupils ALN. Leaders work closely with staff, parents, and external agencies to meet these needs, including those in the SEBD provision class. A dedicated team of well-trained learning support assistants skilfully supports individual pupils. Staff collaborate successfully with other schools to share ideas and best practice to enhance support for ALN pupils.

Staff encourages pupils of all backgrounds and abilities to take on leadership roles in meaningful ways through beneficial opportunities to join pupil voice groups, including The Senedd and The Sports Ambassadors. While students are given opportunities to express their views, the influence of student leadership groups on school improvement is limited.

Staff effectively use visitors to enrich pupils' learning and raise aspirations. They invite local businesses and professionals, including emergency services personnel and a genetic researcher, to discuss their roles in the community and beyond. Pupils explore a range of cultures and religions and have good links with the local church. This helps them to develop an understanding of spirituality and respect for the beliefs of others and deepen their understanding of society's diverse nature.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management give cause for concern and have been brought to the attention of the local authority

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 and the governing body 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 (where appropriate) 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 undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- 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:

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