Report summary for parents and carers on Bodringallt Primary School

Date of inspection: March 2025

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 and next steps

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

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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