Inspection under Section 28 of the Education Act 2005

A Report on the Quality of Education in

Bodnant Junior School
Nant Hall Road
Prestatyn
Denbighshire
LL19 9NW

School Number: 6632079

Date of Inspection: 19 November 2007

by

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Bodnant Junior School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Bodnant Junior School took place between 19/11/07 and 22/11/07. An independent team of inspectors, led by Merfyn Douglas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Contents		Page		
Context		1		
Summary		3		
Recommendation	ons	9		
Standards Key Question 1:	How well do learners achieve?	10 10		
•	ducation and training How effective are teaching, training and assessment?	13 13		
Key Question 3:	How well do the learning experiences meet the needs and interests of learners and the wider community?	15		
Key Question 4:	How well are learners cared for, guided and supported?	17		
Leadership and Key Question 5:	management How effective are leadership and strategic management?	21 21		
Key Question 6:	How well do leaders and managers evaluate and improve quality and standards?	22		
Key Question 7:	How efficient are leaders and managers in using resources?	23		
Standards achieved in subjects and areas of learning English Welsh second language Mathematics Science Information technology Design technology History Geography Art Music Physical education Religious education				
School's response to the inspection				

Appendices

- Basic information about the school 1
- 2 School data and indicators
- 3 National Curriculum assessments results
- 4
- Evidence base of the inspection Composition and responsibilities of the inspection team 5

Context

The nature of the provider

- 1. Bodnant Junior School is situated in the sea-side town of Prestatyn on the North Wales coast.
- 2. The school caters for pupils between the ages of seven and eleven years.

 Most pupils live in the local catchment area which is neither prosperous nor economically disadvantaged. Ten percent of pupils are eligible to free school meals. This is well below the national average.
- 3. Currently, there are 356 pupils on roll, the majority of whom have previously attended Bodnant Infants School, which is situated about a mile away. The intake of pupils has the full range of ability, both academically and socially.
- 4. Eighteen percent of pupils are identified as having special educational needs (SEN). Six have statements for SEN, with 16 on 'school action' and 41 on 'school action plus' stages.
- 5. Four pupils receive support teaching in English as an additional language (EAL). One pupil is 'looked after' by the local authority.
- 6. Nearly all the pupils come from English speaking homes. None speak Welsh as a first language. Six percent are from an ethnic minority background.
- 7. Including the head teacher, there are 14 full-time teachers and six full-time classroom assistants.
- 8. The present head teacher was appointed in January 1989. The deputy head teacher is a comparatively recent appointment.
- 9. The school was last inspected in October 2001.
- The school was awarded the Bronze and Silver Eco-schools Award in 2006 2007, Investors in People award was retained in 2005 and the Basic Skills Quality Mark awarded.

The school's priorities and targets

- 11. The school's main aims are to help pupils to:
 - Develop lively, enquiring minds;
 - Acquire knowledge and skills relevant to adult life;
 - Use language and numeracy effectively;
 - Respect religious and moral values and tolerance of other races, religions and ways of life;
 - Understand the world in which they live;
 - · Appreciate human achievements and aspirations;
 - Develop a sense of self-respect.

12. The school's priorities and targets outlined in the SDP for 2007 – 2008:

- Improve Core Subject Indicator (CSI)
- Continue the process of monitoring and self-evaluation to include lesson observations by subject leaders
- Monitoring effectiveness of new technology on standards
- Sustainable energy and global citizenship
- Curriculum review
- Responding to parental questionnaire
- Developing nurture groups
- Developing role of the lunchtime staff

Summary

13. Bodnant Junior is an improving school, where enthusiastic and highly trained staff work hard to provide a rich, broad and exciting curriculum. It is an inclusive school which provides a caring and supportive environment.

Table of grades awarded

The inspection team judged the school's work as follows:

Ke	y Question	Inspection grade
1	How well do learners achieve?	Grade 3
2	How effective are teaching, training and assessment?	Grade 2
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4	How well are learners cared for, guided and supported?	Grade 2
5	How effective are leadership and strategic management?	Grade 3
6	How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7	How efficient are leaders and managers in using resources?	Grade 2

Standards

14. The pupils' standards of achievement in the subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	74%	20%	3%	0%

Grades for standards in subjects inspected

Inspection Area	
English	Grade 2
Welsh second language	Grade 3
Mathematics	Grade 3
Science	Grade 2
Information technology	Grade 2
Design technology	Grade 3
History	Grade 2
Geography	Grade 2
Art	Grade 2
Music	Grade 2
Physical education	Grade 2
Religious education	Grade 2

- 15. Pupils' standards and progress in the key skills of speaking, listening, reading, writing and numeracy are good overall. In the use of information and communication technology across the curriculum, standards are outstanding.
- 16. Pupils with special educational needs (SEN) make good progress and achieve targets set in their individual education plans (IEPs). Pupils learning English as an additional language (EAL) make good and sometimes very good progress.
- 17. Pupils' creative and problem solving skills are good but their bilingual and independent learning skills are underdeveloped. Their knowledge and understanding of the heritage and culture of Wales is good.
- 18. Pupils understand how well they are doing and what they need to do to improve in English but less so in the other subject areas. They are starting to take responsibility for improving their own learning, but this is in the very early stages of development.
- 19. Average attendance for the three terms prior to the inspection was 93 per cent. This is above the most recent published Wales figures and the LEA average. Almost all pupils arrive on time at the start of the day.
- 20. Over the last few years, the percentage of pupils achieving the Core Subject Indicator i.e. those who achieved the expected level 4 in the three core subjects, was consistently below local and national averages. However, there has been a gradual improvement recently with pupils achieving close to national standards.
- 21. In 2007, the Core Subject Indicator in English was 81.8 per cent compared to 74.1 per cent nationally, in mathematics it was 78.9 per cent compared to 80.4 per cent nationally and in science it was 92.2 per cent compared to 84.9 nationally. The average for all three subjects was 73.3 per cent compared to 74.1 per cent nationally.
- 22. Compared to similar schools (those schools with a similar proportion of pupils entitled to receive free school meals), the Core Subject Indicator has generally been in the bottom 50 per cent but in 2007 it was close to the median in English and mathematics and in the top 50 per cent in science.
- 23. Pupils make good progress in their personal, social, moral and wider development and succeed regardless of their ability, gender or social background. They show respect and concern for others, share their views openly and listen well. They appreciate that individuals may hold different opinions from themselves. They collaborate very well in pairs and in groups. Most pupils are polite, friendly and courteous towards adults, visitors and each other. However, outside at break and lunchtime their behaviour is sometimes over-boisterous because pupils have little to occupy them
- 24. Whilst pupils have a good understanding of other cultural traditions their knowledge of life within a multi-ethnic society is underdeveloped. As they

move through the school pupils develop a good understanding of their place in the community and of the working world.

The quality of education and training

Grades for teaching

25. In the 61 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	71%	18%	3%	0%

- 26. These figures equal those reported in the Chief Inspector of Schools Annual Report for 2005 -06 when the quality of teaching throughout Wales was a grade 2 or better in 79 percent of lessons.
- 27. In all lessons, pupils are made aware of the learning objectives and tasks are clearly explained. All teachers have good relationships with their pupils and most demonstrate good pupil management and control. They actively address the issues of gender, race and ability and promote equality of opportunity for all.
- 28. Outstanding features in lessons include very good use of open-ended questioning, tasks and activities that are challenging and well matched to pupils' abilities, good pace and high expectations.
- 29. Shortcomings in teaching include lack of pupil management and pace or challenge and over-long introductions.
- 30. Throughout the school, teachers plan together well in year groups to ensure consistency. Classroom support assistants are deployed and used effectively. They make a significant impact on pupils' academic and social progress.
- 31. Planning for the delivery of the key skills, including creative and problem solving skills, is consistent across the school. However, the promotion of pupils' bilingual and independent learning skills is underdeveloped. Teachers' use of incidental Welsh is inconsistent.
- 32. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The school's systems and procedures have good features that outweigh shortcomings.
- 33. The recent formalisation of whole school assessment procedures is firmly embedded in all core subjects. However, assessment of pupils' knowledge and understanding in the foundation subjects is less well developed. The quality of the oral feedback to pupils is helpful and marking is supportive, and, in the best practice, indicates the next step that the pupil has to take in order to improve.

- 34. Parents have regular formal and informal opportunities to visit the school to discuss their child's progress and review work. The written annual school reports fully meet statutory requirements.
- 35. The school provides a broad and balanced curriculum which meets the needs and abilities of all its pupils. It systematically builds upon pupils' previous learning. It is rich and varied and sustains the interests of pupils.
- 36. The school's provision for personal and social education (PSE) reflects national recommendations and includes appropriate reference to sex education, drug and substance awareness. Planning for the delivery of basic and key skills is good overall.
- 37. The provision the school makes to promote pupils' learning experience through extra curricular activities and off-site visits is outstanding. Teachers give of their time generously in order to run an impressive range of cultural and sporting clubs for the benefit of pupils.
- 38. The school successfully promotes learners' personal development, including spiritual, moral, social and cultural development.
- 39. Partnerships with parents and the wider community are good.
- 40. The quality of provision for health education is good.
- 41. The school's provision for the promotion of pupils' bilingual skills is underdeveloped. However, pupils' understanding of the cultural heritage of Wales is enhanced well through the *Cwricwlwm Cymreig*
- 42. The school's arrangements to tackle social disadvantage and ensure equality of opportunity and access for pupils to the curriculum are good. The development of pupils' entrepreneurial skills is promoted well through various activities. However, the school does not currently enable pupils to take enough responsibility for their own learning.
- 43. Arrangements to develop pupils' understanding of the world of work are good.
- 44. The personal support and guidance provided at the school through its structured Personal and Social Education programme is good. Appropriate attention is given to sex education, healthy lifestyles and environmental care. The school has good links with support services, such as the Educational Psychologist and the Speech and Language specialists.
- 45. The quality of provision for pupils with additional learning needs is very good. There are ample training opportunities for all staff made available in and out of school to help and support pupils with a wide range of difficulties. Additional support provided in classrooms is of high quality. Support for pupils with behavioural difficulties is good.

- 46. Boys and girls have equal access to all areas of the curriculum. The school promotes equal opportunities well. Racial harmony is promoted both through policy and practice. Good relationships are promoted between all pupils and adults within the school community, regardless of individual backgrounds or diversity.
- 47. Arrangements to monitor and address any concerns related to pupils' behaviour, attendance, punctuality or performance are good. There are suitable policies and procedures to ensure everyone's well being and welfare within the school building and during educational visits. Child protection arrangements are well known to all that work in the school.

Leadership and management

- 48. The head teacher ensures that there is a common sense of purpose amongst the staff and governors to provide the best opportunities and experiences for pupils in the school. Effective management systems have been established. The school takes good account of local and national priorities.
- 49. Curriculum leaders manage their roles conscientiously and demonstrate a strong commitment to the raising of standards within the time and opportunities made available for them.
- 50. Individual targets have been recently introduced for pupils in English, but the school has not yet extended the process to include realistic and challenging targets based on results and individual capabilities in other core subjects.
- 51. The governing body is supportive of the school and acts appropriately as a "critical friend". Whilst the governing body meets most of their statutory responsibilities, neither the school prospectus nor the Governors' Annual Report to Parents contains all the required information.
- 52. The school has set up a self-evaluation process that involves the teaching staff and governors. However, the views of non-teaching staff, parents and pupils were not taken into account for the production of the school's self-evaluation report.
- 53. The full implementation of the recently reviewed monitoring and evaluating procedures lacks clarity and focus in order to give a clear and positive strategic direction to the school that sustains and promotes improvements. This has been identified by the school in its development plan.
- 54. Co-ordinators monitor the standards in their subject areas through scrutiny of samples of pupils' work and teachers' planning. Although there has been some monitoring of teaching, this is neither formalised nor regular. Teachers know their pupils well and are fully aware of the self-evaluation findings which are used to inform priorities in the school development plan.
- 55. Recent marked improvements in standards in a range of subject areas, including English, information communications technology (ICT), music and

design technology, are as a direct result of previous plans and actions in the School Development Plan. Overall, the school has made good progress since the last inspection.

- 56. The school has sufficient qualified, specialist and experienced teachers and support staff who are well deployed. However, adults are not always well deployed outside during break and lunchtimes to ensure that all pupils are in their full view at all times.
- 57. Learning resources are good. Recent investment in ICT equipment, such as interactive whiteboards and computers, has enhanced pupils' learning. Accommodation is adequate. Every effort is made to enhance the building by school staff.
- 58. There is regular evaluation of expenditure to provide good value for money. This has had a direct impact on improving standards in most subjects.

Recommendations

- 59. In order to improve, the school needs to:
- R1 Continue to raise standards in subjects where shortcomings have been identified and further develop strategies to improve pupils' bilingual and independent learning skills;
- R2 Use assessment data effectively to raise standards and enable pupils to develop appropriate targets for improvement;
- R3 Ensure that leaders and managers including subject leaders have a more detailed overview of standards in teaching and learning in all areas of the curriculum across the school;
- R4 Review the format and structure of the school's self-evaluation process to involve all stakeholders and to include all aspects of school life, and
- R5 Ensure that the governing body meets all regulatory and legal requirements.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

- 60. The findings of the inspection team differ from those made by the school in its self-evaluation because standards in the core subjects are not yet on a par with similar schools and have only recently moved out of the bottom 25 per cent.
- 61. The pupils' standards of achievement in the subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	74%	20%	3%	0%

62. This is above the current national target of 65 percent of lessons to be graded 1 or 2.

Grades for standards in subjects inspected

Inspection Area	
English	Grade 2
Welsh second language	Grade 3
Mathematics	Grade 3
Science	Grade 2
Information technology	Grade 2
Design technology	Grade 3
History	Grade 2
Geography	Grade 2
Art	Grade 2
Music	Grade 2
Physical education	Grade 2
Religious education	Grade 2

- 63. On-entry standards, as identified by the end of key stage 1 teachers' assessment in the feeder Infant School, are generally average compared to local, national and similar schools.
- 64. Pupils' standards and progress in the key skills of speaking, listening, reading, writing and numeracy are good overall. In the use of information and communication technology across the curriculum, standards are outstanding.
- 65. Pupils, including those with special educational needs (SEN), make good progress in gaining knowledge, understanding and skills. Pupils with EAL make good and sometimes very good progress.

- 66. Their knowledge and understanding of the heritage and culture of Wales is good.
- 67. Pupils succeed regardless of their ability, gender or social background. They are well aware that everybody is treated the same and given the same opportunities.
- 68. Over the last few years, the percentage of pupils achieving the Core Subject Indicator i.e. those who achieved the expected level 4 in the three core subjects, was consistently below local and national averages. However, there has been a gradual improvement recently with pupils achieving close to national standards.
- 69. In 2007, the Core Subject Indicator i.e. those who achieved the expected level 4 in the three core subjects, in English was 81.8 per cent compared to 74.1 per cent nationally, in mathematics it was 78.9 per cent compared to 80.4 per cent nationally and in science it was 92.2 per cent compared to 84.9 nationally. The average for all three subjects was 73.3 per cent compared to 74.1 per cent nationally.
- 70. Compared to similar schools (those schools with a similar proportion of pupils entitled to receive free school meals), the Core Subject Indicator i.e. those who achieved the expected level 4 in the three core subjects, has generally been in the bottom 50 per cent but in 2007 it was close to the median in English and mathematics and in the top 50 per cent in science.
- 71. The pupils achieved the targets set by the school and LEA.
- 72. There has been a steady and measurable improvement over the last few years due to the school's initiatives and efforts to improve pupils' knowledge and skills as part of the development plan.
- 73. Generally, there is little difference between standards achieved by boys and those achieved by girls.
- 74. Pupils understand how well they are doing and what they need to do to improve in English but less so in the other subject areas.
- 75. Pupils make good progress in their personal, social, moral and wider development. Pupils are fully involved in the life and work of the school and, through the School Council and Environment Club, participate in the decision-making process about identified issues. Older pupils are good role models for the youngest children.
- 76. Pupils show respect and concern for others, share their views openly and listen well. They appreciate that individuals may hold different opinions from themselves. They collaborate very well in pairs and in groups.

- 77. The mutual respect between adults and pupils is evident and relationships throughout the school are good. This contributes to creating a happy, caring and supportive learning environment.
- 78. Most pupils are polite, friendly and courteous towards adults, visitors and each other. However, outside at break and lunchtime their behaviour is sometimes over boisterous because pupils have little to occupy them and because supervision by adults is not always sufficiently pro active.
- 79. Average attendance for the three terms prior to the inspection was 93 per cent. This is above the most recent published Wales figures and the LEA average. Almost all pupils arrive on time at the start of the day.
- 80. Pupils enjoy school life and their lessons and are generally able to selforganise their work and activities. They are starting to take responsibility for improving their own learning, but this is in the very early stages of development. They do not always show initiative or independence in lessons because teachers sometimes do too much for them.
- 81. Pupils' creative and problem solving skills are good but their bilingual and independent learning skills are underdeveloped.
- 82. Pupils recognise the need to treat every person fairly and without discrimination. They have a good, realistic understanding of equal opportunities. Whilst they have a good understanding of other cultural traditions their knowledge of life within a multi-ethnic society is underdeveloped.
- 83. As they move through the school pupils develop a good understanding of their place in the community and of the working world.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

- 84. The findings of the inspection team match the judgements made by the school in its self-evaluation.
- 85. In the 61 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	71%	18%	3%	0%

- 86. These figures equal those reported in the Chief Inspector of Schools Annual Report for 2005-06 when the quality of teaching throughout Wales was a grade 2 or better in 79 percent of lessons.
- 87. In all lessons, pupils are made aware of the learning objectives and tasks are clearly explained. All teachers have good relationships with their pupils and most demonstrate good pupil management and control.
- 88. They actively address the issues of gender, race and ability and promote equality of opportunity for all.
- 89. In the lessons judged to have outstanding features, these include:
 - very good use of open-ended questioning to develop pupils' thinking, observational and investigative skills;
 - tasks and activities that are challenging within a set time-scale and well matched to pupils' abilities;
 - high expectations and opportunities for independent learning, and
 - very good pace.
- 90. In the lessons judged to have shortcomings in important areas, these include:
 - lack of pupil management and control;
 - lack of pace and challenge, and
 - overlong introduction.
- 91. Throughout the school, teachers plan together well in year groups to ensure consistency.
- 92. Classroom support assistants are deployed and used effectively. They are capable and knowledgeable and make a significant impact on pupils' academic and social progress.
- 93. The Special Education Needs Co-ordinator (SENCO) works closely with the class teachers to provide well-structured activities, based on the targets in pupils' Individual Education Plans (IEPs), and to give positive support.

- 94. Teachers and support staff regularly attend in-service training to improve their knowledge and skills.
- 95. Planning for the delivery of the key skills, including creative and problem solving skills, is consistent across the school. However, the promotion of pupils' bilingual and independent learning skills is underdeveloped. Teachers' use of incidental Welsh is inconsistent.
- 96. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The school's systems and procedures have good features that outweigh shortcomings.
- 97. The comprehensive and recently updated procedures for regularly assessing pupils' achievements in the core subjects are based on published tests and completion of units of work. This facilitates the tracking of pupils' progress from entry until the end of year 6.
- 98. The recent formalisation of whole school assessment procedures is firmly embedded in all core subjects. However, assessment of pupils' knowledge and understanding in the non-core subjects is less well developed. This limits the usefulness of assessment information as an aid to the planning and continuity of pupils' progress in these subjects.
- 99. Assessment information is used effectively in English to identify additional learning needs and to plan for the progression of pupils' work as they move through the school. The progress of pupils with special educational needs and those pupils who are learning English as an additional language is carefully monitored in relation to targets in their Individual Education Plans.
- 100. The school has produced portfolios of work which have been levelled in all core subjects. This allows teachers to have a better understanding of the standards expected at different stages in pupils' development. The provision of levelled portfolios of work has not been extended to the majority of the foundation subjects.
- 101. The quality of the oral feedback to pupils is helpful and teachers work closely with pupils to ensure that they understand how well they are doing and what they need to do to progress. Marking is supportive, and, in the best practice, indicates the next step that the pupil has to take in order to improve.
- 102. The opportunities given to pupils to be involved in the evaluation their own learning are inconsistent in different subjects. Some opportunities are given during plenary sessions for pupils to demonstrate what they have learnt and what they need to do to progress. End of year personal evaluations allow pupils to identify what they have learnt and those areas that sustained their motivation and interest.
- 103. Parents have regular formal and informal opportunities to visit the school to discuss their child's progress and review work. The written annual school reports fully meet statutory requirements. They provide informative

summaries of pupils' achievements but do not always contain sufficient detail as to the next step pupils have to take in order to improve the standard of work.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

- 104. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 105. The school provides a broad and balanced curriculum that meets the needs and abilities of pupils well. It systematically builds upon pupils' previous learning. It meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. It is rich and varied and sustains the interests of pupils and their positive attitudes towards learning.
- 106. The school's provision for Personal and Social Education reflects national recommendations and includes appropriate reference to sex education, drug and substance awareness. The contribution made by the North Wales Police Liaison Officer has a powerful and positive impact upon pupils' attitudes towards substance abuse. The school nurse plays a valuable part in preparing pupils, both girls and boys, well for the advent of puberty.
- 107. The curriculum is well supported by comprehensive schemes of work that provide clear progression and continuity in the development of pupils' learning.
- 108. Planning for the delivery of basic and key skills is good overall. Arrangements for the development of pupils' language, literacy and numeracy skills are good. The arrangement the school makes for the development of pupils' ICT skills is outstanding and enhances the standards pupils achieve across all curriculum areas.
- 109. The provision the school makes to promote pupils' learning experience through extra curricular activities and off site visits is outstanding. Teachers give of their time generously in order to run an impressive range of cultural and sporting clubs for the benefit of pupils and the enrichment of the curriculum.
- 110. Educational visits organised by the school, enliven pupils' attitudes towards and interest in learning. The development of their co-operative, independent and social skills are well promoted during residential visits to outdoor pursuit centres, locally and further afield in Snowdonia.
- 111. Pupils in years 5 and 6 undertake many physical activities that are challenging and character forming. Through the auspices of the environment club the school makes good use of the locality to provide rich learning experiences for the development of pupils' understanding of environmental issues.

- 112. The school further advances pupils' learning experiences through the invitation of interesting visitors to the school to work with them. They include Welsh artists, authors, actors and musicians. It is the overall breadth of opportunities for pupils to enhance their learning that is an outstanding feature.
- 113. The arrangements for the development of pupils' spiritual, moral, social and cultural development are good in all four areas. Acts of collective worship make an important contribution to pupils' spiritual development. Pupils have sufficient opportunities for quiet reflection. There is a good range of opportunities for promoting their sense of awe and wonder through the curriculum and during visits.
- 114. Teachers are patient with and show respect for pupils and as such provide good models for pupils to emulate. The school enables pupils to focus well on a good range of moral and social values, through support for an impressive number of charitable ventures and worthy causes.
- 115. The opportunities provided to enable pupils to exercise responsibility are well valued by pupils. They take their responsibilities seriously. Those who are elected are proud to belong to school council and Eco committees. The "Bully Busters" and buddies consider that they play an important role in enabling social cohesion within the school.
- 116. Pupils' awareness of cultural diversity is enhanced through work in religious education. It is further advanced through the opportunities pupils and parents from ethnic minorities have to share their culture with other pupils.
- 117. The links established by the school with schools in other parts of the world, including those in the European Union over the last six years, enable pupils to gain a better understanding of belonging to a world community.
- 118. Partnerships with parents and the wider community are good. Through formal and informal consultation with teachers, annual reports and newsletters, parents are kept well informed of their children's progress and events in school.
- 119. Links with the community are good. Pupils take part in a good range of community events including carol services at Christmas in a number of churches and in community homes for the elderly. Pupils thereby gain a good insight into community responsibility.
- 120. The school maintains good links with local primary schools and the local high school. Transition from year 6 to year 7 for most pupils is smooth and relatively trouble free. There is a strong partnership between the school and Bangor University. This arrangement enlarges pupils' experience of learning and provides students with an overview of the reality of working in a school.

- 121. The quality of provision for health education is good. A healthy eating policy is well established and pupils are comfortable with the healthy snack provision at morning break times.
- 122. The school's provision for the promotion of pupils' bilingual skills is under developed. However, pupils' understanding of the cultural heritage of Wales is enhanced well through the *Cwricwlwm Cymreig*. There is some limited use of incidental Welsh during school routines, but this is not used consistently throughout the school to increase and develop pupils' knowledge and competence in the use of the language.
- 123. The school's arrangements to tackle social disadvantage and ensure equality of opportunity and access for pupils to the curriculum are good. Pupils spoken to during the inspection indicated that none of their peers are excluded from anything the school offers. The school, they feel, is fully inclusive for the benefit of all.
- 124. The school makes good provision for the development of pupils' understanding of sustainability issues. An Eco Club is well established and members are active in promoting recycling schemes, including composting, and regenerating areas in the school grounds to provide habitats for plants and birds.
- 125. The development of pupils' entrepreneurial skills is promoted well through various activities. Annually, pupils make calendars to sell to parents. The proceeds from the sale of discarded aluminium cans and spent printer cartridges for recycling are given to the Eco Club for it to use on projects to benefit the school community.
- 126. The school council also benefits from a £500 grant from the governors. Following discussion during their meetings, school councillors decide upon how to use the money effectively.
- 127. Arrangements to develop pupils' understanding of the world of work are not systematically planned for throughout the school. Nevertheless pupils have a good range of opportunities to gain an insight into work practice through well planned visits and visitors that are carefully linked to the topics they study. Several staff placements to business or industry have taken place as part of the school continuing professional development program.
- 128. Arrangements to develop pupils' skills for life long learning are good.

Key Question 4: How well are learners cared for, guided and supported? Grade 2: Good features and no important shortcomings

129. The school, in its self-evaluation, judged this key question as a grade 1. However, the findings of the inspection team differ from the school's self-evaluation. There are good features in the way that the school cares for,

- guides and supports pupils, and these outweigh the shortcomings in the school's overall monitoring of pupils' progress.
- 130. There are suitable policies and procedures to ensure everyone's well being and welfare within the school building and during educational visits.

 Appropriate day to day systems are in place to deal with any pupils who have specific medical needs, and to deal with those who become unwell or who hurt themselves during the school day.
- 131. Child protection arrangements are well known to all who work in the school. The child protection policy reflects current guidelines. The head teacher is the designated person responsible for child protection and he has received basic level training. However, the named deputy responsible for this area has not received formal training for this role.
- 132. The school has appropriate arrangements to teach pupils about the steps to follow if they are unhappy or concerned that they might be being bullied or facing any form of oppressive behaviour. In discussions pupils state they understand these and know who to turn to if they need help. They particularly appreciate the recently introduced 'Bodnant Bully Busters' scheme.
- 133. Every effort is made to ensure equal treatment for disabled learners. Assessments are in place to meet the criteria within the Disability Action planning. School buildings have been adapted well, although outside ramps leading to mobile classrooms can be hazardous when wet, despite valiant efforts to maintain accessibility at all times.
- 134. Nurture Groups and Seasons for Growth (supporting pupils who have suffered loss) are extremely beneficial and provided by well trained, caring and effective staff.
- 135. The personal support and guidance provided at the school through its structured Personal and Social Education programme is good. This has a positive impact on pupils' emotional and general well being, helping them to become mature and responsible.
- 136. Pupils' decision-making opportunities within the School Council and Environment Committee are helpful in making pupils aware that their contributions are valued.
- 137. Appropriate attention is given to sex education, healthy lifestyles and environmental care. The school has good links with support services, such as the Educational Psychologist and the Speech and Language specialists.
- 138. The quality of provision for pupils with additional learning needs is very good. Pupils' individual needs are assessed through a range of procedures, including observation, discussion and relevant testing. Professionals involved in this early diagnosis range from education, health, psychological and other specialist services.

- 139. The individual plans produced are available to all adults working with identified pupils. They are of good quality and evaluated regularly to ensure that pupils are challenged and move onto the next step of learning as soon as it is appropriate.
- 140. A well-co-ordinated, professional approach exists in meeting the needs of those pupils with SEN. Additional support provided in classrooms is of high quality.
- 141. There is particularly effective additional support provided in small groups, out of class, for identified pupils to help improve their literacy skills. Improvements in the standards they are achieving show that the benefits of this support outweigh the time they may miss in their classrooms. There is good liaison between the special needs teacher and class teachers.
- 142. Support for pupils with behavioural difficulties is good, in the main. Whole school developments in behaviour management are beginning to have a positive impact on low level incidents of disruption in school.
- 143. The school prides itself on being an inclusive community. Support for pupils with English as an Additional Language (EAL) is outstanding. The school fully includes pupils, whatever their difficulties and diversity of need.
- 144. Boys and girls have equal access to all areas of the curriculum. The school promotes equal opportunities and, when asked, pupils are bemused by the fact that visitors might even consider the question that boys and girls might be treated differently! Gender equality is central to the choices available to all pupils, whether in class or during activities outside the classroom.
- 145. Racial harmony is promoted both through policy and practice. Good relationships are promoted between all pupils and adults within the school community, regardless of individual backgrounds or diversity. There is now clear action planning in place to ensure this policy is practised across the school.
- 146. The school plans and manages care and support arrangements well. As a result of these good arrangements, pupils are well supported by all adults who work in the school as well as by a good range of external agencies.
- 147. Parents are consulted about the care and support needed for their children. Care plans are drawn up when required and these are appropriate to the age and need of the pupils.
- 148. Arrangements to help pupils settle into the junior school when they transfer from the nearby infant school are well organised. As a result, pupils settle into new routines quickly. Year 3 children confirm that they have settled well and made new friends. Arrangements to ensure pupils settle into school life at a later stage are equally well managed.

149. Arrangements to monitor and address any concerns related to pupils' behaviour, attendance, punctuality or performance are good. The schools systems ensure that all these areas are closely monitored and swift and effective action taken if there are any concerns.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 3: Good features outweigh shortcomings

- 150. The findings of the inspection team match the school's judgement in the selfevaluation report.
- 151. The head teacher ensures that there is a common sense of purpose amongst the staff and governors to provide the best opportunities and experiences for pupils in the school.
- 152. The school has values and policies which guide the work of adults and pupils alike. Equality for all is promoted and all members of staff are encouraged to contribute to the life and work of the school.
- 153. Effective management systems have been established. The deputy head teacher undertakes his leadership tasks positively but is not allocated time to undertake specific management responsibilities.
- 154. Curriculum leaders manage their roles conscientiously and demonstrate a strong commitment to the raising of standards within the time and opportunities made available for them.
- 155. The full implementation of the recently reviewed monitoring and evaluating procedures lacks clarity and focus in order to give a clear and positive strategic direction to the school that sustains and promotes improvements. Monitoring of teaching and learning has been a key issue in the last two inspection reports.
- 156. Staff and senior management team meetings are held on a weekly basis and minutes are kept of decisions taken.
- 157. The school takes good account of local and national priorities. It has worked hard for example, to promote awareness of sustainability and of the importance of Healthy Living. Good links have been established with other schools including neighbouring primary schools and the local secondary school.
- 158. The school, in conjunction with the Local Education Authority, agrees targets for end of key stage assessments. Individual pupil targets have been recently introduced in English, but the school has not yet extended the process to include realistic and challenging targets based on results and individual capabilities in other core subjects.
- 159. Other goals for development are outlined in the school development plan and are appropriate to the needs of the school. The development plan for the current school year outlines specific objectives, staff responsibilities, time

- scales, monitoring and evaluation, financial obligation and success criteria. The plan does not, however, provide a long-term strategy for the continuing development of the school.
- 160. Good, effective performance management systems are used for all staff, including ancillary staff. The head teacher, deputy head teacher and members of the senior management team undertake staff appraisal in order to identify training needs.
- 161. Continuing professional development for teachers, learning support assistants, dinner support assistants and caretakers regularly takes place and is linked to the school development plan.
- 162. The governing body is supportive of the school and acts appropriately as a "critical friend". Individual governors support the school during trips and residential visits.
- 163. Governors monitor the curriculum and, in their meetings, are kept well-informed of the standards in the school through the regular and detailed reports provided by the head teacher, deputy head and curriculum leaders.
- 164. A financial overview is an important aspect of the governors' work and they continually endeavour to obtain best value for money.
- 165. Whilst the governing body meets most of their statutory responsibilities, neither the school prospectus nor the Governors' Annual Report to Parents contains all the required information.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 3: Good features outweigh shortcomings

- 166. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 167. The school has set up a self-evaluation process that involves the teaching staff and governors. However, the views of non-teaching staff, parents and pupils were not taken into account for the production of the school's self-evaluation report.
- 168. The subject co-ordinators evaluated their own subject areas and identified strengths and areas for development. However, these findings were not included in the report. Other aspects, including bilingualism and independent learning skills, were also missed.
- 169. Co-ordinators monitor the standards in their subject areas through scrutiny of samples of pupils' work and teachers' planning. Although there has been some monitoring of teaching, this is neither formalised nor regular.

- 170. Teachers know their pupils well and are fully aware of the self-evaluation findings which are used to inform priorities in the school development plan. They are fully committed to school improvement and, along with the governors, ensure that priorities are supported through adequate allocation of resources.
- 171. The analysis of assessment results, including end of key stage teacher assessments, helps to identify trends and weaknesses which are then addressed in future planning. Recent marked improvements in standards in a range of subject areas, including ICT, music and design technology, are as a direct result of previous plans and actions in the School Development Plan.
- 172. Overall, the school has made good progress since the last inspection. Two of the key issues identified in the previous inspection report have been well addressed. The third, regarding the monitoring of teaching and learning, has been partly addressed.
- 173. The inspection team agrees with the judgements made by the school on five of the seven key questions. Where there is a difference in judgements, the inspection team identified shortcomings and awarded one grade lower.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

- 174. The findings of the inspection team match the grade made by the school in the self-evaluation report.
- 175. There are sufficient qualified, specialist and experienced teachers and support staff in the school. In addition, pupils benefit from the expertise of visiting staff from the psychology, learning, language and behaviour support services and the police and other services. There are other visitors who contribute to pupils learning such as local library staff, local artisans and historians, parents and volunteers.
- 176. Appropriate and successful arrangements are in place for teachers to plan, prepare and assess their work in year groups.
- 177. Newly qualified teachers, students and new members of staff are well supported by their assigned mentors.
- 178. Adults are not always well deployed outside during break and lunchtimes to ensure that all pupils are in their full view at all times. The school is particularly well served by the caretaker and his team and all the administration staff. A number of these personnel have undertaken additional training to enhance the provision for pupils.

- 179. The good support provided by the administrative staff ensures that the day to day running of the school is smooth and efficient. Learning support staff are valued, know what is expected of them and are effective in their roles.
- 180. Learning resources are good. Recent investment in ICT equipment, such as interactive whiteboards and computers, has enhanced pupils' learning. Laptops for every teacher ensure the shared responsibility for recording pupils' attainments and achievements.
- 181. The quality of resources is generally good. Shared equipment and books in some classes can occasionally hamper learning, but, in the main, pupils benefit from good resources which match the demands of the curriculum and used effectively.
- 182. Accommodation is adequate. The use of mobile classrooms has created other difficulties such as access in bad weather. Every effort is made to enhance these areas by school staff.
- 183. Where there is space, such as the ICT area and library, these areas are under-used because of restrictions imposed by health and safety regulations. There are long standing concerns about unfinished work on outside walls which has now caused damp to penetrate inside. There are good sized play areas and a wildlife area surrounding the school both of which are used well to enhance learning.
- 184. Resources are chosen carefully to match the abilities and needs of pupils. Regular audits by subject co-ordinators and school development planning ensure that purchases are prioritised to enhance learning. There is regular evaluation of expenditure to provide good value for money. This has had a direct impact on improving standards in most subjects.
- 185. Overall, the school offers good value for money.

Standards achieved in subjects and areas of learning

English

Grade 2: Good features and no important shortcomings

Good features

- 186. Standards in speaking and listening are good throughout the school. The attentiveness with which pupils listen to their teachers and to one another in most lessons is a strength of the school. Pupils are able to follow closely what is said and this has good impact upon their understanding of what they hear. Because they listen well pupils nearly always make appropriate responses when they speak.
- 187. Many, particularly the able and more able pupils, consider carefully how to respond to questions and how to enlarge upon the contributions made by others. Such pupils often use their well developed speaking skills to ask pertinent and searching questions clearly, in order to satisfy their sharpening sense of curiosity.
- 188. During guided reading sessions and in focus groups pupils read correctly with developing fluency and good understanding of the text.
- 189. Many show real interest in the characters and plot in story books. Others revel in the information they gain from non fiction. In the best quiet reading sessions, such pupils respond very well to challenges set them, sharing reading outcomes with their peers enthusiastically. These pupils make good progress in their interlinking skills of reading for meaning and reading for enjoyment. They are developing positive interests in books that are likely to last a life time.
- 190. Less able pupils, reading appropriately leveled books, use their word attack skills confidently to identify words in their texts, which are not immediately recognised. These pupils make good progress in their response to reading.
- 191. Standards in writing are good across the school. Pupils use word processing skills well to enhance the presentation of their work in English.
- 192. Pupils in lower key stage 2 build upon the writing skills they have learnt in the infant school. Many show good understanding of the importance of correct punctuation in their writing so that those who read their work understand what it is about.
- 193. They are beginning to write for a wide range of audiences and recognise that the stories they write have to have a structure for development. They are aware that writing for different purposes demands changes in style and emphasis. Pupils show interest and, at time, some amusement in features such as alliteration and rhyme in texts and are often successful in creating their own.

194. In the upper part of the school, the writing skills of pupils of all abilities are developing well. In general, pupils of lower ability express meaning by writing texts with relatively short sentences and simple clauses. Able and more able pupils write using a wide range of textual features to create the greatest impact to maintain interest with the reader in mind. They successfully write for a wide range of purposes and show some skill in being able to convert text from one form into another. An example of this is a lesson where pupils in one year 6 class were able to convert successfully an episode from "Stig of the Dump" into a newspaper report.

Shortcomings

- 195. Some pupils in the upper part of the school do not develop sufficiently correct letter formation, spacing and fluency in their handwriting.
- 196. In less well-focused quiet reading sessions, pupils do not show a sense of purpose and do not use their time profitably.

Welsh second language

Grade 3: good features outweigh shortcomings

Good features

- 197. Pupils across the key stage listen to classroom instructions and respond using simple vocabulary. They are developing an understanding of common and frequently used greetings and instructions.
- 198. At the lower end of key stage 2, pupils count up to twenty easily, with some identifying larger numbers. They use an appropriate range of vocabulary when asking and responding to positive and negative questions about how they are feeling and about the weather.
- 199. With the help of a teacher, pupils read familiar words and phrases correctly from worksheets or from the interactive whiteboard.
- 200. When given an appropriate sentence framework, pupils are beginning to have an awareness of phrases relating to the routine of different times of the day.
- 201. More able pupils write independently using appropriate vocabulary and sentence patterns to describe the physical features of characters such as *Babs* or *Siwan Silff*. They are able to describe the weather and note the relevant clothing to be worn.
- 202. Older key stage 2 pupils use an appropriate range of vocabulary and phrases when participating in question and answer sessions using predictable patterns. Most pupils have a grasp of vocabulary relating to personal details about their hobbies or their likes and dislikes.
- 203. A few pupils display good reading skills when reading worksheets, their own interpretation of a poem "*Parti*" or from simple Welsh reading books. They

- develop an appropriate understanding of what they have read and show awareness of the need for appropriate expression and intonation. They read familiar words and notices around the school with increasing confidence.
- 204. Pupils correctly use given formats when writing to reinforce patterns and vocabulary. They confidently write short dialogues about preferences for attending a sports club, personal profiles or location directions using a range of relevant words and sentences. Pupils produce imaginative pieces of descriptive writing about such characters as *Wncwl Em o America*.

Shortcomings

- 205. The oral contributions of pupils are short and they lack confidence in sustaining a simple conversation.
- 206. Pupils' skills as independent readers are insufficiently developed.

Mathematics

Grade 3: Good features outweigh shortcomings

Good features

- Pupils reinforce their work in numeracy with an increasing understanding of patterns and relations. Good use is made of appropriate language and terminology.
- 208. Their understanding of place value is good and older pupils are beginning to master more complex calculations, including the use of negative numbers. They quickly calculate the mode, mean and range of a list of numbers.
- 209. They are confident with fractions and decimals and the more-able understand the relationship between them and percentages.
- 210. Most pupils confidently collate data, create different forms of graphs and correctly answer questions based on their findings.
- 211. Pupils deal effectively with tasks appertaining to number, shape and measurement.
- 212. They measure the perimeter and area of regular and irregular shapes correctly, use standard measures confidently and use co-ordinates to find or fix a position accurately.
- 213. They are developing a wide range of problem-solving strategies, identifying and using the appropriate operations.

Shortcomings

214. Pupils' ability to calculate mentally is often slow and uncertain. Their recall and use of mental strategies are underdeveloped.

Science

Grade 2: Good features and no important shortcomings

Good features

- 215. Pupils throughout the key stage show positive attitudes towards science and work enthusiastically in lessons. They listen attentively and show good levels of curiosity and interest in topics on insulation, elasticity of materials and plant life. They volunteer information with eagerness when asked to contribute ideas and possibilities when discussing recent experiments.
- 216. Most pupils have an extensive scientific vocabulary which they use with very little prompting. When recording their work, they take care and display their results well, using tables and graphs, where appropriate. Work seen is of a good standard, showing good progress, particularly by boys, which is an improvement since the last inspection.
- 217. Most pupils understand what constitutes a fair test. They identify what needs to be maintained and then the variables under investigation when they compare and contrast insulating properties using ice cubes and a range of insulators. The majority of pupils completed their investigations well and recorded their results with care and precision.
- 218. All pupils take part and make very good progress in a stimulating visual presentation, punctuated by pertinent questions which prompt clear, scientific responses. Pupils evaluate their own progress very well. They complete their work on the different conditions needed for growth very accurately and name relevant plant parts as the cycle progresses.
- 219. Pupils with SEN contribute very well to sharing of ideas.
- 220. Older pupils know the conditions necessary for seed growth and order and record their results very well, using interactive white boards as well as verbal presentations to the class. Experiments conducted are of a very high standard.
- 221. Relevant questioning and the virtual creation of a laboratory contribute to the very good use of scientific vocabulary.
- 222. Pupils are using their ICT skills well across classes to collect data and record their findings.

Shortcomings

223. Pupils' ability to design their own investigations independently is underdeveloped.

Information technology

Grade 2: Good features and no important shortcomings

Good features

- 224. Pupils make good progress in all aspects of the subject as they progress through the school. They demonstrate a high degree of competence and a variety of skills as they make full use of the opportunities of the good resources available.
- 225. Across the key stage, pupils develop the ability to use appropriate information technology terminology. They use these terms effectively and with assurance when discussing and evaluating their work.
- 226. At the lower end of the key stage, pupils use graphic programmes to generate ideas, organise and present information. They study commercial birthday cards before combining text and graphics to enhance the presentation of their work.
- 227. They confidently make changes to their work by over typing and editing the original text. Many pupils save and retrieve data independently and create databases as when storing information about Wales. They competently introduce text simulation into their work and save and retrieve their work independently.
- 228. Pupils use computer technology well to combine different forms of information. They create effective images by manipulating and combining objects and by rotating and resizing graphic elements to create attractive wrapping paper designs. Pupils understand the importance of accuracy in giving information and instructions as when using a repeat command to create intricate Logo patterns and shapes.
- 229. Older pupils show good understanding of how visual models can be used to identify patterns and relationships, for example, when graphically modelling a "dream" playground.
- 230. Pupils confidently use the Internet to research and investigate information to support their tasks. They are competent when selecting and using a search engine to obtain information related to their topic.
- 231. Pupils in both year 5 and year 6 confidently use spreadsheets and datahandling programmes to conduct investigations, process information and filter results in mathematics and science. Such processes were used during a costing exercise based on the provision of food for a party and when calculating cost of a combination of items for a class packed lunch.
- 232. Year 6 pupils use the refined tools within text programmes and hyperlink their work effectively. Pupils are able to create high quality power point presentations linked to their studies. They give careful consideration to font

- size, style, background, colour combinations and volume of text when animating a joke.
- 233. They create linear presentations combining text and graphics to tell a story. Pupils demonstrate good awareness of creating slides, inserting text and graphics and resizing and moving text to enhance the presentation.

Shortcomings

234. There are no important shortcomings.

Design technology

Grade 3: Good features outweigh shortcomings

Good features

- 235. At the lower end of key stage 2 pupils accurately use different joining and cutting methods to construct their own nets and are aware of how complex 3D shapes can be made. They investigate, disassemble and evaluate commercial packaging and use a range of measuring and marking techniques confidently. They begin to realise the importance of accuracy in constructing an effective product.
- 236. When designing and making a picture frame, pupils use a variety of materials and components utilising a range of cutting and joining techniques. They design their product, giving appropriate attention to their design brief.
- 237. Pupils gain a good understanding of the ways structures can be made stable and are aware of how to strengthen paper and card in different ways. After researching a variety of commercial products, pupils gain good awareness of how simple mechanisms such as hinges and sliders can be used when making a book with moving parts and how a cam mechanism can be incorporated into the design of a simple toy.
- 238. Pupils carefully consider the features and appropriateness of a range of materials and fasteners and their suitability for the task in hand when designing a small purse to hold money. They use this information effectively to generate ideas for their own designs. Pupils evaluate their work by identifying the most pleasing features and offering sensible suggestions as to how the finished design could be improved and made more reliable.
- 239. Pupils develop an appropriate understanding of health and safety issues. They are aware of the importance of personal hygiene when preparing and selecting fillings for sandwiches.
- 240. They evaluate a variety of prepared products commenting on aspects such as taste, appearance, smell and texture. Pupils realise that eating certain categories of food is beneficial to their healthy development. They gain a good understanding of appropriate terminology used in food preparation.

- 241. Older pupils in key stage 2 generate good ideas for designing shelters by considering the needs and purpose of the design. They make models of their structures, list their resources and make clear evaluative suggestions for modifications and improvements before embarking on their final construction. They correctly evaluate the final product against their design criteria.
- 242. Pupils use control technology well and apply their knowledge of electrical circuits when designing a torch. They demonstrate a good understanding of how simple battery –operated circuits work and how to place a switch in a circuit to control a bulb. Pupils confidently name electric components and are aware of safety implications when handling electricity.

Shortcomings

- 243. Pupils' awareness of the use of construction kits is under-developed.
- 244. Pupils do not take sufficient care when designing and do not always critically evaluate their work.

History

Grade 2: Good features and no important shortcomings

Good features

- 245. All pupils show a good awareness of local history and events of life in the past.
- 246. Younger pupils handle good quality artefacts as they ponder what life was like in Roman times. They can experience what a Roman amphitheatre is like as it is reconstructed on the interactive white board. These experiences enable them to sequence events and develop a good sense of chronology as they witness the concept of changes over time.
- 247. As they handle artefacts, some pupils offer good suggestions as to what they are and what they might have been used for. They are careful with the pieces, appreciating they are fragile and irreplaceable.
- 248. Older pupils compare and contrast their lives and leisure opportunities with Victorian children. Their accurate understanding of the differences between attitudes, advertisements and leisure pursuits produces good understanding, and responses, both verbal and written.
- 249. Pupils' research and recording skills are good and they demonstrate a good knowledge and understanding of the Victorian period.
- 250. Pupils' use of ICT enhances all aspects of history, both to research and present historical findings.

Shortcomings

251. Some younger pupils lack independence in verbal sessions.

Geography

Grade 2: Good features and no important shortcomings

Good features

- 252. Younger pupils have a good knowledge of the geographical features of their own locality. They recognise that the sea is a powerful force and that in conjunction with other factors is responsible for the formation of different types of beach such as shingle, stone and sand.
- 253. They use their geographical and mathematical skills well to gather information about Prestatyn town centre and draw appropriate conclusions from their research.
- 254. They demonstrate good understanding of the climatic conditions to be found in different parts of the world. They identify climatic zones and correctly indicate the position of the Equator on a globe. They understand what is meant by temperate and tropical when talking about climate and describe the impact of drought upon the lives of peoples who inhabit the hottest parts of the world.
- 255. Older pupils develop good understanding of how rivers over time shape the landscape, including the process of erosion in their field work at Aber Falls. They are aware of the environmental issues relating to the use and abuse of water, including pollution. They accurately compare the quality and use of water in the UK with that in certain parts of Africa.
- 256. Pupils make good use of four figure grid references and demonstrate a good understanding of contour lines as they focus on natural features on maps of Wales and the United Kingdom.
- 257. By the end of the key stage, pupils have a good understanding of the geographical conditions needed for settlement and research the derivation of place names effectively. They understand the purpose of keys and use them well when creating settlement maps. They develop the skills associated with geographical enquiry well as they compare and contrast life in the UK with that in India.
- 258. Pupils have a good awareness of sustainable development issues and formulate their own ideas and opinions on the best way forward as part of the school's eco-council activities. Older pupils develop a good understanding of wider environmental issues when they focus upon man made disasters such as the oil spillage at Milford Haven.

Shortcomings

259. There are no significant shortcomings.

Art

Grade 2: Good features and no important shortcomings

Good features

- 260. Younger pupils study and appraise Celtic design upon artefacts they research in books. They observe and draw designs that please them. They develop their understanding of Celtic design through skilfully creating their own artefacts such as *torcs* using modelling material. They decorate them with their own Celtic designs inspired by those they researched, and finish them in appropriate and well chosen colours
- 261. From year 4 onwards, pupils use sketchbooks well to record images and information for future use in their artwork and to try out various art techniques. Pupils in year 4, for example, following study of the work of L.S. Lowry, create figures in the style of this artist in their sketch books and explore effectively the many poses adopted by figures in his paintings. These pupils make good sometimes very good use of ICT to explore and further develop their response to the work of this artist.
- 262. Pupils' observational skills are developing well. Many capture in their sketches, significant differences between the designs of houses built during the Victorian period with those built today. They are starting to use shading techniques appropriately to create three dimensional effects in their drawings.
- 263. Older pupils use natural materials imaginatively. With the help of Welsh artist Tim Pugh on their trip to the beach, pupils create attractive arrangements and sculptures using pebbles and driftwood, applying designs to the large pebbles they find, with charcoal and chalk.
- 264. Pupils extend their knowledge and understanding of patterns by studying the work of William Morris and using this as an inspiration when producing their own effective and original designs.
- 265. By the end of the key stage, pupils are able to use a wide range of media in their artwork. Following study of the work of Darren Hughes and Sir Kyffin Williams, both Welsh artists, pupils create poignant landscape pictures. A significant number of pupils are highly successful in creating powerful mood and atmosphere in their charcoal work.

Shortcomings

266. There are no important shortcomings.

Music

Grade 2: Good features and no important shortcomings

Good features

- 267. The quality of singing is good. Pupils display enjoyment when they sing their songs in morning assembly and acts of collective worship, often in the medium of Welsh. They sing accurately with good pitch, diction and dynamics. A particularly good feature of their singing is the effectiveness of their breath control. This enables them to maintain pitch when notes are long and, when applied, this adds a pleasing dimension to their performance.
- 268. Throughout the school, pupils have a good knowledge of musical terms and use them appropriately when describing music to which they listen.
- 269. In the lower part of the school pupils recognise the link between the tempo of music and its mood. In the upper part of the school pupils are more articulate in describing mood in music and how their sensitivities respond to it.
- 270. Pupils in lower key stage 2 approach their composing and performing activities enthusiastically. They are good at appraising music and use the knowledge and ideas gained through this activity to compose often sensitive passages of music for themselves.
- 271. They work well in groups, sharing musical ideas and shaping them into a complete form. In performance they listen carefully to each other playing and respond well to the directions of their elected conductor. In appraising each other's performances, pupils recognise and praise the good features and are tactful when suggesting ideas for improvement.
- 272. The youngest pupils listen to music with enjoyment and when using their bodies are uninhibited in their response. They work well in groups when planning movement for music to which they are listening. In performance pupils are careful not to inhibit the work of others in their group.
- 273. Older pupils in key stage 2 are skilful in performing rhythms with complex beat formations. They use body parts appropriately and sometimes in innovatory ways to produce different effects.
- 274. Pupils are able to distinguish between the speed, duration and tempo of different types of music and suggest the relationships between different passages in the same piece of music.
- 275. They have a good knowledge of the different instruments played in brass bands, the sounds they make and the particular features that enable them to make those sounds. They can name the different sections in an orchestra and accurately ascribe musical instruments to each.
- 276. Throughout the school, pupils listen to a wide variety of music including the works of famous composers. They are familiar with the music from different

times and from different parts of the world. They enjoy the music of Wales and, during assemblies, appraise the work of well-known Welsh composers such as Dr Karl Jenkins.

Shortcomings

277. There are no important shortcomings.

Physical education

Grade 2: Good features and no important shortcomings

Good features

- 278. All pupils are developing good control of their body movements. They are enthusiastic and work hard to improve their performance.
- 279. They have a wide range of ideas for moving in different ways and for creating different shapes. Their awareness and use of space is good.
- 280. They demonstrate good hand and eye co-ordination when passing and receiving balls with a hockey stick. Their control of the ball when moving and dribbling is also good.
- 281. They listen and follow instructions extremely well and sustain energetic activities over a long period.
- 282. Pupils plan and evaluate movements very well and make adjustments to refine and improve their performance.
- 283. In creative dance, pupils respond well to musical stimuli and use their imagination to create a sequence of movements. They work on several levels and move with increasing sensitivity o the music.
- 284. Pupils increase their skills in a broad range of competitive sports in and out of school hours, and are successful in local competitions. This has a direct impact on their standards in lessons.
- 285. Records show that standards in swimming are good, with many pupils confident in the water.
- 286. All pupils are very aware of the benefit of regular exercise and understand the effect of exercise on the body.

Shortcomings

287. There are no important shortcomings.

Religious education

Grade 2: Good features and no important shortcomings

- 288. Pupils display a good awareness of Christian values and beliefs, such as sharing and caring for others. By collecting money for charities they become aware that they are a part of a world-wide community and that they have a responsibility to their fellow human beings.
- 289. Pupils are well aware of the Bible as a sacred text and of the significance of the Old and the New Testament. They also know that other religions also have religious texts which should be treated with respect.
- 290. Pupils across the key stage have a good knowledge of the main stories of both the Old and New Testaments.
- 291. They sensibly discuss the necessity for rules in our society. After studying the story of Moses and the Ten Commandments, pupils interpreted their relevance in the context of modern everyday scenarios.
- 292. Pupils demonstrate a sound understanding of signs and symbols both within their own lives and within the Christian faith. They are aware of the significance of places of worship and the value of special events within a family, such as a christening.
- 293. Through visiting a local church and chapel, pupils develop a good understanding of the significance of the main features of religious buildings such as a font and the pulpit. They understand the importance of the key events in the Christian calendar, such as Easter and Christmas.
- 294. Pupils are developing a good understanding of the meaning of worship and prayer. They know a variety of prayers and compose their own simple offerings and successfully compare the Lord's Prayer with a Sikh prayer.
- 295. Pupils learn about a variety of world religions and they sensitively compare aspects of the beliefs and practices of Christians and Sikhs. They show good awareness of the importance of places of pilgrimage to followers of different faiths.
- 296. Year 6 pupils have an appropriate awareness of the contribution of Christian leaders, such as William Booth and the work of the Salvation Army. During discussions pupils showed empathy with issues such as poverty and homelessness.

Shortcomings

297. Pupils do not sufficiently develop an ability to reflect, express personal opinions and share feelings on religious issues.

School's response to the inspection

The Head teacher and staff of the school would like to thank the Evenlode Team for the manner in which they conducted the inspection. Their willingness to offer support and advice was much appreciated by the teaching staff. As the nominee, I wish to express my gratitude to the team for involving me in the deliberations and for ensuring that the process kept disruption to the school's daily routines to a minimum.

We are extremely pleased with the findings of the inspection team, confirming that we have made good progress since the last inspection.

We are also satisfied that the inspection team has reported significant improvement in standards, particularly in those subjects which were unsatisfactory or poor in 2001. IT which was failing in the previous inspection, has seen a dramatic change and the team recognised that standards are now outstanding.

We pride ourselves on the care shown towards pupils and the positive ethos of the school, as quoted in the school's aims. It is satisfying to note that this has been recognised, and is reported in the document's opening paragraphs.

We welcome the report. It supports and confirms the issues in our school's Self Evaluation and Development Plans. We will also address the issues which the inspection has raised, with confidence, knowing that we have a dedicated and supportive team of staff who will ensure that Ysgol Bodnant maintains the previous rate of progress.

The staff at the school and governors will work in partnership in formulating the action plan, which will be incorporated into the school Development Plan for 2008-9.

Basic information about the school

Name of school	Bodnant Junior School	
School type	Nursery and Primary	
Age-range of pupils 7 – 11 years		
Address of school	Nant Hall Road,	
	Prestatyn,	
	Denbighshire	
Postcode	LL19 9NW	
Telephone number	01745 854724	

Head teacher	Mr Martyn Blythin
Date of appointment	1 st January 1989
Chair of governors/ Appropriate	Mr John Williams
authority	Denbighshire County Council
Registered inspector	Mr Merfyn Douglas - Jones
Dates of inspection	19 th – 22 nd November 2007

School data and indicators

Number of pupils in ea	ch year gr	oup							
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	n/a	n/a	n/a	n/a	90	90	87	89	356

Total number of teachers						
	Full-time	Part-time	Full-time equivalent (fte)			
Number of teachers	14	0	14			

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	30
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection						
Term	N	R	Rest of school			
Autumn 2006	n/a	n/a	94.6%			
Spring 2007	n/a	n/a	93.9%			
Summer 2007	n/a	n/a	94.1%			

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007						lumk upils			9	90	
Percentage of	of pupils at each leve	el	ı		ı	ı				1	
			D	Α	F	W	1	2	3	4	5
English	Teacher	School	0	0	0	0	0	1	18	53	28
	assessment	National	0	0	0	1	1	4	16	48	30
Welsh	Teacher	School	0	0	0	0	0	0	0	0	0
	assessment	National	0	0	0	0	0	0	0	0	0
Mathematics	Teacher	School	0	0	0	0	0	0	21	49	30
	assessment	National	0	0	0	1	1	თ	14	48	33
Science	Teacher	School	0	0	0	0	0	1	7	60	32
	assessment	National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either						
English or Welsh (first language)						
by teacher assessme	ent	by test				
In the school	73%	In the school	n/a			
In Wales	74%	In Wales	n/a			

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Evidence base of the inspection

A team of five inspectors, including a lay inspector, inspected the school over four days.

The head teacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, the governing body and parents to discuss the life and work of the school.

Forty-five questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the head teacher, teachers, support staff and pupils about their work and the life of the school.

Sixty-one lessons were observed over the four days.

Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn D Jones Registered Inspector	Key Questions 1, 2, and 6 Subjects: Mathematics and Physical Education
Mr Leon Knapper Team Inspector	Key Question 3 Subjects: English, Geography, Music and Art
Mrs Eleri Honour Team Inspector	Key Question 5 Subjects: Welsh second language, Design Technology, Information Technology and Religious Education
Mrs Colette Gribble Team Inspector	Key Questions4 and 7 Subjects: Science and History
Mrs Denise Shields Lay Inspector	Supporting key questions 1, 3 and 4
Mr Martyn Blythin Nominee	Providing evidence and support

The contractor was:

Evenlode Education Ltd Little Garth St John's Close Hawarden Flintshire CH5 3QJ

Acknowledgement

The inspection team would like to thank the head teacher, staff, governors, pupils and parents of the school for their co-operation and courtesy throughout the inspection.