

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Blessed William Davies RC Primary School
Bodnant Crescent
Llandudno
LL30 1LL**

School Number: 6623303

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by

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- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
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- * work-based learning;
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Blessed William Davies RC Primary 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 Blessed William Davies RC Primary School took place between 06/03/06 and 08/03/06. 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

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Context

The nature of the provider

1. Blessed William Davies Roman Catholic School is situated on the outskirts of the holiday resort of Llandudno on the north Wales coast. It is a Voluntary Aided school for children aged 3 to 11 years of age, maintained by the Conwy Local Education Authority (LEA).
2. The school's catchment area is extensive and includes Llandudno Junction, Conwy, Penmaenmawr and Llanfairfechan. It is reported that parts of the area served by the school are economically disadvantaged.
3. Currently, there are 158 pupils on roll and 19 nursery children receive part-time education. Most of the pupils come from homes where English is the main language. Three per cent are from a minority ethnic group. Two pupils are 'looked after' by the LEA and three receive support teaching in English as an additional language (EAL).
4. Twenty-four per cent of pupils are entitled to free school meals. This is above the national average.
5. Currently, one pupil has a statement of special educational needs (SEN), 15 are on the school's SEN register for 'school action' and 6 are on 'school action plus'.
6. Including the headteacher, there are seven full-time and three part-time teachers in the school. There are also two full-time and one part-time classroom support staff.
7. The headteacher was appointed in January 2002.
8. The school was last inspected in March 2000.

The school's mission statement

9. Reviewed and revised autumn 2005: "To know Christ more clearly, love him more dearly and follow him more nearly."

The school's main aims are to:

- Recognise the worth and talents in each individual, developing self-esteem and self-respect based on the model of Christ in the Gospels.
- Provide a loving atmosphere encouraging respect and care for each other in a Christ-like fashion.
- Provide a quality education for all pupils and develop them to their full potential.

- Develop in pupils a knowledge of faith through Christ's teaching.
- Work in partnership with all the local churches and develop relationships with the wider community.

The school's priorities and targets

10. The school's main priorities and targets for 2005 – 2007 are to:
- ensure staff are aware of roles and responsibilities in the light of the new staffing structure for the school;
 - develop the school environment to its full potential;
 - market the school effectively;
 - review and improve attendance, behaviour, SEN provision and Early Years provision;
 - raise standards in history and geography.

Summary

11. The Blessed William Davies Voluntary Aided Roman Catholic School is a caring school where pupils have equality of opportunity and are well guided and supported. Spiritual values are very well promoted and are a strength of the school.
12. The inspection team agreed with the school's self-evaluation in five of the seven key questions.

Table of grades awarded

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

Areas of Learning for Under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Science	2	2
Welsh as a second language	2	2
Geography	2	3
Music	3	2

13. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
14. Baseline assessments indicate that standards on entry are generally similar to the LEA averages for many children. Analysis of value added data shows that pupils make better than expected progress from entry to the end of KS2.
15. Pupils with SEN make good progress and achieve targets set in their individual education plans (IEPs). Pupils with EAL make good, and sometimes very good, progress.
16. Early Years children make good progress and achieve good standards in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT).
17. In both KS1 and KS2, pupils' standards and progress in the key skills of reading and writing are good. In the key skills of speaking and listening, numeracy and ICT good features outweigh shortcomings.
18. Considering the strong English background of the pupils, their bilingual skills are good. They show good development in problem-solving and creative skills in different subjects.
19. Generally, in both KS1 and KS2, compared with similar schools, (i.e. schools with similar numbers of pupils entitled to free school meals), standards in the core subjects of English, mathematics and science are above the local and national averages. Over the last three years, pupils' attainment in both key stages has remained above local and national averages.

20. The majority of pupils are well motivated and are eager to learn. They listen attentively and follow instructions well when undertaking tasks. They work hard and productively within the framework provided for them. However, where lessons are excessively long, some pupils do not make the best use of the time available to them to enhance their work.
21. As they progress through the school, pupils learn to take more responsibility for their approach to their work. Currently however, they do not take sufficient responsibility for their own work through evaluation and target setting.
22. Learners have positive attitudes and they are generally well behaved throughout the school. There are, however, instances of inappropriate behaviour, which disrupt lessons in some classes.
23. At present, the average level of attendance is 92%. Overall, pupils are punctual at the start of the school day and lessons start on time.
24. Learners, including children in the early years, progress well in their personal, social, moral and wider development. Discussions with pupils confirm that they are aware of equal opportunity issues and they show respect for diversity within the school community. Pupils have opportunities to participate in a variety of ways within the local community and to develop as young citizens.

The quality of education and training

25. The quality of teaching in the 35 lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	77%	14%	3%	0%

26. Eighty-three per cent of lessons were graded as 2 or better. The Welsh Assembly Government (WAG) target is 65% to be grade 2 or better by 2007. The quality of teaching is a strength of the school.
27. Teachers have a good relationship with their pupils and there is good teacher/pupil interaction, with plenty of praise and encouragement. They display a caring attitude towards their pupils, and most offer firm guidance and a consistent approach to discipline.
28. Planning is effective, highlighting objectives for taught sessions, but opportunities for the promotion of key skills across the curriculum are sometimes missed.
29. Teaching in the Early Years class is often good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children's Learning.
30. In the best lessons, teachers:
 - ask open and challenging questions to develop an enquiring attitude to learning;

- have high expectations and motivate the pupils with appropriate resources and interesting activities, and
 - use a wide range of organisational strategies and a good mix of teaching techniques to encourage independent learning.
31. Where teaching is less than good:
- tasks are not well matched to pupils' abilities;
 - lessons are overlong and lack pace and rigour, and
 - behaviour management is ineffective.
32. Teachers work hard to provide opportunities to develop pupils' spiritual, moral and social skills through well planned whole-school assemblies and circle time.
33. Teachers promote equality of opportunity well, ensuring that all pupils are treated fairly and equally. Pupils who have EAL are given appropriate work and language experiences to increase their confidence and pupils with SEN are well supported in classes and in withdrawal groups.
34. Pupils' problem-solving and creative skills are promoted well in different subjects and teachers regularly use Welsh during the school day to encourage pupils' bilingual competence.
35. The quality of marking of pupils' work is variable. Work is regularly marked but includes very few supportive comments and suggestions for improvement.
36. A range of standardised tests enables the school to track pupils' progress in the core subjects, but assessment in the foundation subjects is under-developed. The current school development plan (SDP) identifies the need to develop a consistent, individual pupil target setting and tracking process across the school.
37. Parents have twice yearly meetings with teachers to discuss their children's progress. Annual written reports to parents are of good quality and conform with statutory requirements.
38. The school responds well to the learning needs of its pupils. Effective support and equal access to the curriculum are provided for pupils of all abilities, including those with SEN and for EAL pupils.
39. Although much of the curriculum is broad and balanced, there is imbalance in geography, which only gets coverage annually in the summer term. This hinders the continuity and progression of pupils' learning in the subject. Some lessons are overlong. When this is the case, there is some lack of urgency on the part of pupils to complete their tasks.
40. *The Cwricwlwm Cymreig* is promoted well through the school curriculum and pupils annually celebrate St David's Day.
41. The school provides a wide range of extra-curricular activities, open to all pupils. Pupils undertake a range of educational visits which enhance the quality of

provision. Greater independence and co-operation are promoted for older pupils during residential visits.

42. The school makes very good provision for pupils' spiritual development and good provision for their moral, social and cultural development. There is a strong spiritual ethos within the school, which permeates every aspect of school life.
43. Pupils spoken to have a sensitive understanding of diversity. They learn about cultures other than their own through the curriculum and through links they forge with the global Catholic community.
44. The quality of care, support and guidance provided for all pupils is consistently good. All pupils, including the under fives, those with SEN and EAL pupils, have their pastoral and educational needs well met.
45. The school liaises carefully with outside agencies and draws on external support services when required. Parents, at both the pre-inspection meeting and through the questionnaires, show considerable trust in teachers' ability to care for their children.
46. The monitoring of attendance and punctuality is good. Registers are marked and kept appropriately. Most pupils know what is expected of them regarding behaviour and feel confident that any incidents of bullying or bad behaviour are dealt with effectively. However, the behaviour of a few pupils gives cause for concern. The school is currently addressing this issue in its behaviour management development plan.
47. All staff and helpers within the school have been checked by the Criminal Records Bureau to ensure personnel pose no threat to pupils. There are trained and designated staff for first aid, and security arrangements around the school are good.
48. All pupils, irrespective of their social, educational, ethnic and linguistic backgrounds are well supported. Diversity is celebrated and other beliefs and traditions are featured in the school curriculum.
49. The quality of provision for pupils with SEN is good with no important shortcomings. It complies with requirements of the Code of Practice and Welsh Assembly Government's framework for inclusive education. All pupils with SEN are fully integrated into the life of the school.

Leadership and management

50. The school has clear aims and values that are understood and shared by staff and governors regarding learning, behaviour and relationships.
51. The headteacher has a broad vision and provides steady and calm leadership. She leads by example, and has created a supportive environment within which staff work as a team, for the benefit of all pupils.

52. The headteacher takes the lead in monitoring and evaluating teaching and learning. However, the role of the subject leaders is not yet sufficiently developed in these aspects. The management role of the deputy headteacher is underdeveloped.
53. Individual target setting for pupils is not fully established and a process for tracking their progress is underdeveloped.
54. The school has effectively organised and implemented statutory requirements regarding planning, preparing and assessing (PPA) time for teachers. The headteacher and governors are currently monitoring its effectiveness.
55. Governors are supportive of the school and are aware of their responsibilities. They have regular meetings with the headteacher and are fully informed of progress and of new developments through a comprehensive termly report. Nevertheless, there is an over-reliance on the headteacher for information rather than independently monitoring school life.
56. 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 considered in the production of the school's self-evaluation document.
57. Co-ordinators monitor the standards in their subject areas through scrutiny of samples of pupils' work and teachers' planning. However, regular monitoring of teaching and learning is not established in all subject areas.
58. Three of the five key issues identified in the previous inspection report have only been partly addressed and remain as recommendations.
59. The inspection team agreed with the judgements made by the school in five of the seven key questions. Where there was a difference in judgements, the inspection team identified shortcomings and awarded one grade lower.
60. The school has a sufficient number of well-qualified and experienced teachers to meet the needs of all pupils, including those with SEN.
61. Administrative support is effectively led by the school secretary, who ensures that day-to-day life in the school runs smoothly. The newly appointed caretaker and cleaners ensure a good standard of cleanliness.
62. The school has a very good range of resources to support teaching and learning objectives. The standard of accommodation is good and used well by teachers. Spending decisions are well matched to the school's priorities and benefit all pupils within the school. Governors ensure that money is spent wisely. The school gives good value for money.

Recommendations

In order to further improve, the school needs to:

- R1 raise pupils' standards of achievement in geography in KS2 and music in KS1 and in the key skills of speaking, listening, numeracy and ICT in both key stages;
- R2 continue to develop individual pupil target setting and tracking;
- R3 further develop the role of the subject leaders in monitoring teaching and learning and in assessment procedures, including improving the quality and consistency of marking;
- R4 ensure that behaviour management strategies are implemented consistently and effectively across the school;
- R5 review the format and structure of the school's self-evaluation process to involve all stakeholders and to include all aspects of school life;
- R6 increase the management role of the deputy headteacher and of the governing body.

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 2: Good features and no important shortcomings

63. The judgements of the inspection team match those made by the school in its self-evaluation.
64. Pupils' standards of achievement in the areas of learning and subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	76%	15%	3%	0%

65. Standards in the Areas of Learning in the Early Years are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

66. Standards of achievement in the subject areas inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Science	2	2
Welsh as a second language	2	2
Geography	2	3
Music	3	2

67. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
68. Baseline assessments indicate that standards on entry are generally similar to the LEA averages for many children. Analysis of value added data shows that pupils make better than expected progress from entry to the end of KS2.
69. Pupils with SEN make good progress and achieve targets set in their individual education plans (IEPs). Pupils with EAL make good, and sometimes very good, progress.
70. Early Years children make good progress and achieve good standards in the key skills of speaking, listening, reading, writing, numeracy and ICT.

71. In both KS1 and KS2, pupils' standards and progress in the key skills of reading and writing are good. In the key skills of speaking and listening, numeracy and ICT good features outweigh shortcomings.
72. Considering the strong English background of the pupils, their bilingual skills are good. Pupils, including those in nursery and reception, use simple Welsh phrases during the school day. Their knowledge of the heritage and culture of Wales is also good.
73. They show good development in problem-solving and creative skills in different subjects.
74. Generally, in both KS1 and KS2, compared with similar schools, (i.e. schools with similar numbers of pupils entitled to free school meals), standards in the core subjects of English, mathematics and science are above the local and national averages.
75. In 2005, 91% of KS1 pupils attained level 2 or better in English, by teacher assessment, compared with an average of 83% nationally. In mathematics, they attained 100% compared with 87% nationally and, in science, 100% compared with 88% nationally.
76. In the 2005 teacher assessments 91% of KS2 pupils attained at least level 4 in all three core subjects compared with national figures of 79% in English, 79% in mathematics and 90% in science.
77. Over the last three years, pupils' attainment in both key stages has remained above local and national averages.
78. Generally, there is little difference between the performances of girls and boys.
79. The majority of pupils are well motivated and are eager to learn. They listen attentively and follow instructions well when undertaking tasks. They work hard and productively within the framework provided for them. However, where lessons are excessively long, some pupils do not make the best use of the time available to them to enhance their work.
80. As they progress through the school, pupils learn to take more responsibility for their approach to their work. Currently however, they do not take sufficient responsibility for their work through self-evaluation and target setting. As a result, pupils are not always fully aware of how well they are doing in their work.
81. Learners have positive attitudes and they are generally well behaved throughout the school. There are however, instances of inappropriate behaviour which disrupt lessons in some classes.
82. At present, the average level of attendance is 92%. Pupils overall are punctual at the start of the school day and lessons start on time.

83. Learners, including children in the early years, progress well in their personal, social, moral and wider development. They have high standards of self-discipline and show respect and courtesy. The older pupils readily offer support to others. They have a good understanding of right and wrong and what is expected of them.
84. Discussions with pupils confirm that they are aware of equal opportunity issues and they show respect for diversity within the school community. Pupils have a clear understanding of the need to treat one another as equals. They are sensitive to the needs of those from ethnic minorities and with disabilities.
85. Overall, pupils' spiritual development is outstanding and their moral, social and cultural development are good.
86. Pupils have opportunities to participate in a variety of ways within the local community and to develop as young citizens. They have experience of links to the workplace and, as such, their understanding of the world of work is well developed.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

87. The judgements of the inspection team match those made by the school in its self-evaluation.

88. The quality of teaching in the 35 lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	77%	14%	3%	0%

89. Eighty-three per cent of lessons were graded as 2 or better. The WAG target is 65% to be grade 2 or better by 2007. The quality of teaching is a strength of the school.

90. Teachers have a good relationship with their pupils and there is good teacher/pupil interaction, with plenty of praise and encouragement. They display a caring attitude towards the pupils and most offer a firm and consistent approach to discipline.

91. Planning is effective, highlighting objectives for taught sessions, but opportunities for the promotion of key skills across the curriculum are sometimes missed.

92. Teaching in the Early Years class is often good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children's Learning.

93. Classroom Assistants (CAs) and Learning Support Assistants (LSAs) plan and co-operate closely with the teachers and with each other, making a considerable contribution to pupils' and children's learning.

94. In the best lessons teachers:

- ask open and challenging questions to develop an enquiring attitude to learning;
- have high expectations and motivate the pupils with appropriate resources and interesting activities, and
- use a wide range of organisational strategies and a good mix of teaching techniques to encourage independent learning.

95. Where teaching is less than good:

- tasks are not well matched to pupils' abilities;
- lessons are overlong and lack pace and rigour, and
- behaviour management is ineffective.

96. Teachers promote pupils' problem-solving and creative skills well in different subjects.
97. Teachers work hard to provide opportunities to develop pupils' spiritual, moral and social skills through well planned whole-school assemblies and circle time.
98. Teachers promote equality of opportunity well, ensuring that all pupils are treated fairly and equally. Pupils who have EAL are given appropriate work and language experiences to increase their confidence. SEN pupils are well supported in classes and in withdrawal groups.
99. The quality of marking of pupils' work is variable. Work is regularly marked but includes very few supportive comments and suggestions for improvement.
100. Assessment opportunities are regularly incorporated into teachers' planning. This is particularly effective in the Early Years, where on going assessment directly informs further planning and enables early identification of special needs and subsequent support.
101. Statutory assessment takes place for the under-fives and at the end of KS1 and KS2. The school's progress is monitored in relation to local and national results.
102. A range of standardised tests enables the school to track pupils' progress in the core subjects, but assessment in the foundation subjects is underdeveloped. The current SDP identifies the need to develop a consistent, individual pupil target setting and tracking process across the school.
103. Parents have twice yearly meetings with teachers to discuss their children's progress. Annual written reports to parents are of good quality and conform with statutory requirements.

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 judgements of the inspection team match those made by the school in its self-evaluation report.
105. The school responds well to the learning needs of its pupils. Effective support and equal access to the curriculum are provided for pupils of all abilities, including those with SEN and for EAL pupils.
106. Although much of the curriculum is broad and balanced, there is imbalance in geography, which only gets coverage annually in the summer term. This hinders the continuity and progression of pupils' learning in this subject. Some lessons are overlong. When this is the case, there is some lack of urgency on the part of pupils to complete their tasks.
107. Teachers plan their lessons well and make every effort to provide interesting and stimulating lessons. The quality of long and shorter term planning is good. Schemes of work are detailed and provide guidance for lesson planning. However, continuity of learning experiences in geography is hampered by a lack of coverage at the end of KS2.
108. *The Cwricwlwm Cymreig* is promoted well through the school curriculum and pupils annually celebrate St David's Day. Bilingualism is also promoted well with most teachers using the Welsh language consistently during the school day.
109. At present, planning for pupils' acquisition of key skills is insufficiently rigorous and does not indicate specifically what is to be taught within curricular schemes of work. This is particularly evident in the key skills of ICT, numeracy and speaking and listening.
110. The school provides a wide range of extra-curricular activities, open to all pupils. These range from sporting activities to the chess club, which operates successfully at lunchtimes. Pupils are also able to join the guitar and Welsh clubs. Such provision encourages qualities of co-operation and individual effort and enhances pupils' attitudes towards lifelong learning.
111. Pupils undertake a range of educational visits which enhance the quality of provision.
Greater independence and co-operation are promoted for older pupils during residential visits. Older pupils in KS2 make regular visits to the Glan Llyn Centre at Bala, where they enjoy a range of indoor and outdoor activities and also improve their knowledge and use of the Welsh language.
112. The school makes very good provision for pupils' spiritual development and good provision for their moral, social and cultural development. There is a strong spiritual ethos within the school that permeates every aspect of school life. Acts of collective worship are special occasions, which provide time for reflection and

contemplation for all. Special emphasis is placed upon providing opportunities for pupils to experience awe and wonder within learning activities, particularly in science. Pupils themselves show a wide curiosity in the world around them.

113. Moral issues are often dealt with during assemblies and acts of collective worship.
114. Teachers themselves provide good role models for these values and through them pupils begin to understand the ideas of truth, justice and self-discipline. The many activities in school, on trips and at other times provide opportunities for pupils to learn how to conduct themselves in social situations.
115. The school actively promotes pupils' understanding of the world of work. It has established good links with a large supermarket within the town and through these links pupils are developing good understanding of the need for a healthy diet. There are also good links with other organisations, such as the police and the fire service. Children in Early Years, for example, begin to understand the important work that members of the fire service carry out through firemen's visits to the school.
116. Although the school considers sustainable development and global citizenship to be areas for development, pupils are beginning to appreciate the importance of acting in a sustainable way and the importance of being responsible within the local and wider community. Pupils are aware of conservation issues through the recycling and composting projects run within the school. Some pupils know about the problems of global deforestation and its effect upon climate change.
117. The development of pupils' entrepreneurial skills is commenced effectively in the Early Years through role-play involving shopping activities. Although opportunities for pupils to engage in entrepreneurial activities in the rest of the school are limited, members of the School Council have designed and made cards for sale. They are also involved in setting up and running a healthy school tuck shop.
118. Pupils spoken to have a sensitive understanding of diversity. They learn about cultures other than their own through the curriculum and through links forged with the global Catholic community. Pupils from other world communities, who attend the school, share their home cultures with their peers. Pupils also learn about beliefs and practices of other world religions through religious education lessons.
119. Parents agree that they are able to play a part in the life of the school. They come into school to assist with activities and regularly help on trips and other events. An enthusiastic PTA provides much needed financial support for the school and opportunities to meet on social occasions. The school has proactive links with the local community and other churches.
120. The governing body ensures that the school meets all legal and course requirements. Governors maintain up-to-date knowledge in such matters and review them regularly.

121. In many respects, the school enables pupils to develop good attitudes to learning by providing stimulating and interesting lessons. Pupils' learning experiences across the curriculum enable them to gain skills and positive attitudes to learning that will support them in later life. However, as yet the school has not sufficiently addressed the need for pupils to take increasing responsibility for their own learning, including self-evaluation of work and target setting.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

122. The judgements of the inspection team match those made by the school in its self-evaluation.
123. The quality of care, support and guidance provided for all pupils is consistently good. All pupils, including the under fives, those with SEN and EAL pupils, have their pastoral and educational needs well met.
124. The school liaises carefully with outside agencies and draws on external support services when required. Parents at the pre-inspection meeting and through the questionnaires show considerable trust in teachers. They say that teachers support and care for their children well. Parents appreciate the extra-curricular activities provision and the breakfast club is well supported.
125. The monitoring of attendance and punctuality is good. Registers are marked and kept appropriately. Parents co-operate well by informing the school, when their children are absent, of the reasons for the absence. In this way, parents effectively support the need for good levels of attendance promoted by the school. Home/School agreements are negotiated every year with parents and pupils.
126. The school's policies and procedures to promote good behaviour are generally effective. Pupils whose behaviour gives cause for concern are counselled. Pupils' behaviour is monitored carefully. If considered necessary, parents are involved, as are external agencies, such as the LEA behaviour management team and the school psychological service.
127. Most pupils know what is expected of them regarding behaviour and feel confident that any incidents of bullying or bad behaviour are dealt with effectively. However, the behaviour of a few pupils gives cause for concern. The school is currently tackling this issue in its behaviour management development plan. Teachers and support staff have had restraint training.
128. The school has a clear policy and set of procedures to promote health and safety, which are monitored and implemented carefully by the headteacher, staff and governing body.
129. The headteacher is the designated person with responsibility for child protection (CP). All staff are familiar with CP policy adopted by the school and are trained in CP procedures and to recognise possible signs of abuse.
130. The school has effective racial equality and equal opportunities policies, which guide the promotion of pupils' understanding of racial equality. Although there are few pupils from ethnic minorities within the school, through the school's overall supportive and caring nature, and through aspects of the personal and social education (PSE) programme, pupils gain a good understanding of the

need for racial equality. In discussion, pupils reflect this understanding maturely. They stress the importance of treating everyone without discrimination.

131. The school makes good provision for pupils with disabilities. Any such pupils have equal access to all educational and recreational activities.
132. All pupils, irrespective of their social, educational, ethnic and linguistic backgrounds are well supported. Diversity is celebrated and other beliefs and traditions are featured in the school curriculum. Parents' comments at the pre-inspection meeting and in the questionnaires returned, agree that the school promotes diversity well.
133. The quality of provision for pupils with SEN is good, with no important shortcomings. It complies with requirements of the Code of Practice and WAG framework for inclusive education.
134. Pupils with SEN are identified when they enter the nursery class. This enables teachers to monitor their progress and provide well-focused Early Years support. The progress of pupils with SEN is monitored consistently through KS1 and KS2. The assessment of their needs is thorough and carried out regularly.
135. IEPs, written by the class teachers with support from the special educational needs co-ordinator (SENCO), ensure that the targets set are appropriate and attainable. Targets are reviewed regularly, updated targets being set when the original ones have been achieved.
136. Parents are consulted at the earliest opportunity when concerns arise about progress. Their active support is enlisted in helping the children to reach their learning goals through work at home. Parents are invited to review meetings at the school and contribute to the target setting process. All pupils are encouraged to give of their best and, as a result, make good progress.
137. Good links between the Blessed William Davies School and John Bright and Ysgol Aberconwy ensure pupils with SEN are well supported when transferring at the end of KS2. Good use made by the school of expertise and help from outside agencies such as speech therapists, health visitors and the educational psychologist ensures that pupils with SEN get good quality care and guidance. The needs of pupils with EAL are also well met.
138. All pupils with SEN are fully integrated into the life of the school. They have their needs met mostly in the classroom. If the need arises, they are given specific help by the SENCO in withdrawal groups. Support staff are used well in the classrooms. They demonstrate good relationship with pupils with SEN and their encouragement supports the good progress such pupils make.
139. The school has good arrangements for helping new pupils settle into school. There are good links with the playgroup, which operates on the school site. Parents and their children are invited to visit the nursery class in July before children start in September. Parents feel that these arrangements enable their children to settle quickly into school routines.

140. Teachers know and care for their pupils well. Parents acknowledge this, saying that they feel confident that their children are well looked after whilst at school. Pupils too, express this confidence.
141. Activities to promote PSE are set out in its scheme of work. Activities from this are integrated into schemes of work for curriculum subjects. Appropriate attention is paid to sex education and substance misuse. The latter is delivered by local community police personnel. The school promotes healthy lifestyles well and pupils have a good understanding of the need for a healthy diet and appropriate exercise.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

142. The judgements of the inspection team differ from those made by the school in its self-evaluation. One grade lower was awarded on the basis of identified shortcomings.
143. The school has clear aims and values that are understood and shared by staff and governors regarding learning, behaviour and relationships. A strong commitment to the care of pupils and to equality of opportunity for all is reflected in the school's work.
144. The headteacher has a broad vision and provides steady and calm leadership. She leads by example, and has created a supportive environment within which staff work as a team, for the benefit of all the pupils. The returned questionnaires from parents indicate strong respect for the headteacher and staff.
145. Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and are understood and implemented.
146. The school is well aware of the recent WAG priorities and has taken account of most of them. Promoting sustainability is at an early stage of development.
147. The headteacher and staff work closely with other local schools and join in cluster initiatives to raise pupils' standards and develop teachers' assessment skills through shared discussions.
148. The headteacher takes the lead in monitoring and evaluating teaching and learning. However, the role of the subject leaders is not yet sufficiently developed in these aspects. The management role of the deputy headteacher is also underdeveloped.
149. Individual target setting for pupils is not fully established and a process for tracking their progress across the school is underdeveloped.
150. The targets set by the governing body (GB) in the SDP are not appropriately prioritised both in respect of the identified areas for development in the self-evaluation report and for dealing with the key issues outstanding from the last inspection.
151. Induction procedures for newly appointed members of staff are very supportive and effective.
152. An effective staff appraisal system links teachers' professional development and the priorities set in the SDP. Non-teaching staff are encouraged to gain higher

qualifications and improve their expertise. This is having a beneficial effect on improving their effectiveness and raising standards.

153. The school has effectively organised and implemented the statutory requirements for planning, preparing and assessing (PPA) time for teachers. The headteacher and governors are currently monitoring its effectiveness
154. Governors are supportive of the school and are aware of their responsibilities. They have regular meetings with the headteacher and are fully informed of progress and of new developments through a comprehensive termly report. Nevertheless, there is an over-reliance on the headteacher for information rather than on independently monitoring school life.
155. The GB meets all regulatory and legal requirements and governors attend training with both the LEA and the local Diocese.

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

Grade 3: Good features outweigh shortcomings

156. The judgements of the inspection team differ from those made by the school in its self-evaluation. One grade lower was awarded on the basis of some identified shortcomings.
157. 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 considered for the production of the school's self-evaluation document.
158. Teachers know their pupils well in terms of their academic and social progress. They regularly monitor their progress in the core subjects. The analysis of assessment results, including end of key stage tests, helps to identify trends and weaknesses, which are then well addressed in future planning.
159. Co-ordinators monitor the standards in their subject areas through scrutiny of samples of pupils' work and teachers' planning. However, regular monitoring of teaching and learning is not established in all subject areas.
160. The self-evaluation report correctly identifies the school's strengths and areas for improvement, and these are used to inform the priorities in the SDP. However, some of the major areas for development have not been prioritised as targets in the SDP.
161. The governors and staff ensure that adequate resources are provided to ensure that objectives are met and there are on going reviews to monitor progress.
162. Recent measurable improvements in standards in reading and in Welsh as a second language, for example, are as a direct result of previous plans and actions in the SDP.
163. Three of the five key issues identified in the previous inspection report have only been partly addressed and remain as recommendations. These include monitoring of teaching and learning, extending assessment procedures and developing the role of the governors.
164. The inspection team agreed with the judgements made by the school on five of the seven key questions. Where there was 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

165. The inspection team's judgements agree with the grade awarded by the school in its self-evaluation report.
166. The school has a sufficient number of well-qualified and experienced teachers to meet the needs of all pupils, including those with SEN. Newly qualified teachers or those new to the school are well supported by a mentor, other members of staff and by in-school and off-site training.
167. CAs and LSAs work closely with teachers. They are fully involved in the planning of learning activities and in the welfare arrangements for pupils. Together with class teachers, and under their direction, they ensure that pupils, including pupils with SEN and EAL pupils, share a full part in every lesson and in the life of the school.
168. Administrative support is effectively led by the school secretary who ensures that day-to-day life in the school runs smoothly. The newly appointed caretaker and cleaners keep the school to a good standard of cleanliness. Dining and playground assistants ensure orderliness during lunchtimes. The school cook and her staff work hard in the preparation of meals that are both healthy and appetizing.
169. Good use is made of in-service training following the outcomes of performance management. Training is also linked to priorities in the SDP and teachers are encouraged to undertake training that will serve the needs of these priorities.
170. The school has a very good range of resources to support teaching and learning objectives, including topic books and artefacts loaned by the School Library Service. Such resources enhance the richness of the research work undertaken by pupils. A recent school priority has been to provide a sufficient number of good quality computers to enable pupils to carry out their research work. This has had a positive impact on the good quality work they produce. Interactive white boards are installed in each classroom and these are being used by teachers, in some cases very effectively.
171. The standard of accommodation is good and used well by teachers. The school hall is a good size and is used effectively for a variety of activities such as physical education and assemblies. The walls in classrooms and in corridors promote a good learning ethos that celebrates pupils' achievements, whatever their ability.
172. Pupils benefit from the large well maintained playing field and school grounds. There is considerable scope for the development of the outside areas for educational and recreational purposes, to which the School Council will make a significant contribution of ideas. The school has already identified this

development in its list of planned improvements following its self-evaluation process.

173. Spending decisions are well matched to the school's priorities. Regular audits of resources are made by subject leaders, which are prioritized and entered into the SDP. The budget is regularly reviewed by the GB's finance sub-committee. Governors ensure that money is spent wisely and that spending decisions benefit all pupils within the school. The school gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

174. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Language, Literacy and Communication Skills

Grade 2: Good features and no important shortcomings

175. Children in both the nursery and reception classes use their emerging listening and speaking skills well in all six areas of learning. In the reception class, many children use extended language competently to explain what they have learnt. Most children share their news confidently with their teacher. Children are developing their bilingual skills well. Children in the reception class understand simple questions asked in Welsh and respond appropriately in Welsh.
176. Children in both the nursery and reception classes listen to stories with enjoyment and can express their opinions confidently. Nursery children particularly enjoy nursery rhymes whilst reception children show good levels of concentration when sharing a Big Book with their teacher.
177. Nursery children handle books correctly and are aware that words and pictures carry meaning. They are beginning to recognise simple words. Reception children make good progress towards reading. They enjoy reading the Big Book with their teacher and are good at spotting focus words often scanning the text ahead to locate them. They recognise and read familiar words within their surroundings and on computer programmes well.
178. Children in the reception class practise forming their letters successfully. Less able children trace letters accurately and can write short simple sentences. More able children are able to write more extended sentences, sometimes using sentence starter cards. They are beginning to space their words out evenly.

Personal and social development

Grade 2: Good features and no important shortcomings

179. Children in the nursery class are becoming more independent and are beginning to take more responsibility for themselves and their actions. They are aware of the need to take turns during group and class activities and understand the importance of being kind to one another.

180. Children in the reception class form good relationships with other children and adults. They show a good capacity for working harmoniously with one another sharing resources sensibly.

Mathematical development

Grade 2: Good features and no important shortcomings

181. Many children in the nursery class recognise numerals to five and can order them. They enjoy number activities where it involves singing both in English and in Welsh. They are beginning to understand the value of money and are beginning to count up to ten.
182. Children in the reception class can order numbers to nine and some attempt more challenging number sequences. They recognise and can name simple two-dimensional shapes and are beginning to understand basic symmetry.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

183. Children in the nursery are developing a good understanding of the world around them. They understand about healthy and unhealthy food and they are able to select the healthy option. They use a programmable toy in their counting activities and are able to use simple directional language in its operation.
184. Children in the reception class can make boats and test their buoyancy in water. They are able to describe differences between the countryside and the city. In role play, children can identify clearly the skeletal features depicted in the X-ray photographs they handle and say how they are used in hospitals to restore people's health.

Physical development

Grade 2: Good features and no important shortcomings

185. Children in the nursery demonstrate good awareness of space in their dance lessons. They show good levels of control as they move in different ways and can use their bodies to make stretched and compact shapes. They are developing their fine motor skills well. They successfully make controlled marks on paper with their pencils and colour in shapes.
186. In the reception class, children have good hand eye co-ordination. They can use scissors to cut along straight lines and around irregular shapes. They use wooden building blocks very carefully to build high walls to represent city buildings. They demonstrate a good sense of balance in this work.

Creative development

Grade 2: Good features and no important shortcomings

187. Children in the nursery sing nursery rhymes enthusiastically. They recognise the rhythmical element in the words. They concentrate hard to play the rhythms they hear on untuned percussion instruments. Children can name a range of musical instruments and know the action they need to use to play them. Children in the nursery use their imaginations well in role-play activities and dress for the parts they play appropriately.
188. Reception children are able to blend primary colours to make colours such as purple. They persevere successfully with the painting they create, matching their images to the ideas they have about such things as buildings in a city. Children act out the parts they play in role-play activities seriously. Make believe nurses offer real advice to patients whose X-ray photographs indicate skeletal injury.

Welsh second language

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

189. In KS1, pupils successfully build on the good start in the nursery and reception years by developing new vocabulary and simple phrases. They listen and respond well to oral stimuli and follow simple commands and instructions accurately.
190. They ask each other questions such as the colour of their hair or eyes, answering confidently and correctly. They know a range of vocabulary, including parts of the body, and can ask for different items with good pronunciation.
191. Pupils read with confidence and good expression and they write carefully in their workbooks.
192. In KS2, pupils confidently ask or answer a variety of questions about how they feel and what they like or dislike. They make short statements about themselves and create short dialogues. They listen and follow a wide range of instructions carefully and correctly.
193. Pupils in KS2 know a range of comments about the weather and can even describe the previous day's weather with correct terminology. Their ability to extend sentences using pronouns and adjectives is developing very well and they use positional vocabulary correctly to point out a character in a picture.
194. Most of the pupils can tell the time using their knowledge of numbers and can name the days of the week and the months of the year.

195. They read confidently with good pronunciation, expression and understanding and their written work is consistently well presented and accurate.

Shortcomings

196. There are no significant shortcomings.

Mathematics

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

197. Pupils in KS1 quickly become familiar with number symbols and start to recognise sequences and patterns. They confidently undertake simple addition and subtraction sums and show a growing knowledge and recall of number bonds.
198. Pupils count to 100 in ones, twos, fives and tens. They recognise, name and order numbers correctly, with older pupils managing up to a hundred, and they are developing a good understanding of place value.
199. In Year 2, pupils recognise the value of coins and calculate simple change when making purchases.
200. Most can identify a good range of two and three-dimensional shapes and make sensible use of standard and non-standard units of length and mass.
201. In KS2, pupils develop a good understanding of place value to 1,000 and beyond. They have a good recall of mathematical tables and are confident in computation using the four rules of number.
202. Older pupils understand the relationship between fractions and decimals and can correctly state the equivalent values.
203. They can find or fix a position using co-ordinates, measure accurately using standard units and find the area or perimeter of rectangles. They recognise acute and obtuse angles and can measure these correctly with a protractor.
204. Pupils are developing a good vocabulary of mathematical terms.

Shortcomings

205. Pupils' investigative skills are underdeveloped.

Science

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

206. Across the school pupils demonstrate good levels of enthusiasm for their work in science.
207. In KS1, pupils in Y1 remember well the work they have done on life cycles. They have watched at first hand the development of tadpoles into frogs and they talk in some detail about the various stages of development. They refer to their work on the life cycles of humans and flowers and they make valid comparisons of similarities and differences between the developmental processes in each.
208. In Y2, pupils gain a good understanding of the idea of force particularly in relation to the actions they perform every day. They identify accurately push and pull actions in tug of war and throwing and catching activities.
209. In KS2, pupils in Y3 have a good understanding of fair testing and all know that only one aspect of an experiment can be changed if it is to be judged fair. They approach their seed sowing activities scientifically, carefully distributing seeds evenly over the surface of the growing medium. They understand the need to keep the soil moist and view with excitement the changes their seeds make, as they become plants.
210. In Y4, pupils have a good knowledge of scientific terms and use them well when talking to their teacher and to each other in their investigative work. They know, for example, the difference between permeable and impermeable. They observe closely the characteristics of different types of rock using hand lenses. They use a variety of instruments to measure and test their rock samples and record their findings on charts accurately. They are able to make valid judgements about the attributes of their rock samples and distinguish between the qualities of different types of rock.
211. Y5 pupils use their investigative and research skills well to collect detailed information about the planets. As a result, many pupils have a detailed knowledge of conditions, especially atmosphere, on different planets and are able to compare and contrast them with those to be found on our own planet Earth. They are aware of the different sources from which they can gain the data they need and use computers and the Internet effectively in their tasks.
212. Pupils in Y6 have a good knowledge of the factors that contribute to healthy living. They know about the constituents in foods that can potentially harm and those that can enhance healthy development. They know about the function of the heart and lungs. As they collect information they collate it effectively and record it in a variety of ways including bar and line graphs. Pupils carry out an investigation to help decide the material best suited for a baby's bedroom curtains. They use a light meter to measure the amount of light passing through

different types of fabric. Their conclusions are verified by information being displayed in line graph and histogram forms.

Shortcomings

213. There are no important shortcomings

Geography

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

214. In KS1, pupils are aware that maps and plans can represent real places and are beginning to use basic mapping symbols and keys correctly. They can give directions and are able to follow simple routes.
215. They recognise that the weather changes every day and can identify and record the different types of weather with symbols.
216. Older KS1 pupils make sensible comparisons between their own locality and other places such as Felin Bach near Caernarfon. They know of the importance of "The Country Code" and of the need to look after the environment.
217. They correctly identify Llandudno and Felin Bach and major physical features on a map of Wales. They also recognise and name the countries of the British Isles.
218. Their use of the correct geographical language, sometimes in Welsh, for both physical and human features is developing well.
219. In KS2, pupils contrast their own locality with that of a village in India. They are able to comment on the main reasons for the differences in climate and their economic activities. They draw conclusions about change and development in both countries.
220. They correctly interpret symbols and keys on a local Ordnance Survey (OS) map and use grid references to find places and to follow a route. They match aerial photographs to the correct OS map, using their knowledge of physical and human features.
221. Following a visit to the Alwen Reservoir, pupils can describe the ways water is used and reused and how pollution affects its purity. They clearly describe the Water Cycle and its importance.

Shortcomings

222. Y6 pupils' geographical enquiry and investigative skills are underdeveloped through the lack of appropriate experiences and of continuity and progression.

Music

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings.

Good features

223. Younger pupils in KS1 listen to and appraise music enthusiastically. They respond to music with body movements expressively, choosing appropriate actions to accompany the songs they sing.
224. Older pupils in KS1 are developing a vocabulary of musical terms. They know, for example, that tempo refers to the speed at which music is performed. Some more able pupils are able to maintain a regular beat.
225. Younger pupils in KS2 recognise the essential quality of different types of music. They have good understanding of mood and are able to describe sensitively, the feelings and emotions they have when listening to music of different types. They have a good understanding of the importance of good posture and breath control when singing.
226. In Y5, pupils enjoy listening to rap music and recognise it as a form of poetry. They are good at interpreting symbols in musical scores and perform creatively imaginative sounds using their voices. Their compositions are rich in texture, rhythm and dynamics. All pupils in this class perform well on musical instruments. Pupils, including those with SEN, can play the recorder and some show expertise in playing percussion instruments. When they play musical pieces as a class, their performance is of good quality.
227. By the end of KS2, pupils have good understanding of a range of musical terms. They enjoy listening to a wide variety of music, including that from Wales and from other countries across the world. They play tuned percussion instruments effectively, keep good time to the music and are alert to changes in tempo.

Shortcomings

228. A significant number of pupils at the end of KS1 do not use their listening skills sufficiently to appraise and perform their musical tasks.
229. Although in some classes pupils develop good singing techniques, when singing together as a school, pupils do not demonstrate their understanding of the importance of good posture, breath control and dynamics.

School's response to the inspection

The staff, governors and pupils wish to thank the inspection team for the way they conducted our school inspection. The head teacher, particularly, appreciated the experience of being fully involved in the process as the school's nominee, finding the discussions constructive and productive. We are confident that their findings accurately reflect the school's character, that they are based on sound evidence and that they provide us with assistance in moving the school forward.

We are proud that the report recognises that the pupils' standards of achievement are above the national levels. In particular, the report confirms that we are a caring place, where pupils have equality of opportunity and are well guided and supported, with spiritual values being very well promoted.

The skills and dedication of the staff are acknowledged with good standards in the quality of teaching. We are particularly pleased to note that 83% of lessons were judged good or very good.

Especially encouraging are the comments about bilingualism, with the pupils having good bilingual skills.

Our school strives to improve itself and we recognise the need to continue to build on success and further develop. The governors and staff welcome the findings of the inspection team and consider the recommendations to be fair and constructive. The school looks forward as a team to move us forward even further.

A copy of the school's response to the recommendations will be sent to every parent. The annual governor's report to parents will note the progress made in implementing the action plan.

Appendix 1

Basic information about the school

Name of school	Blessed William Davies RC Primary
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Bodnant Crescent Llandudno Conwy
Postcode	LL30 1LL
Telephone number	01492 875930

Headteacher	Mrs Elaine M Dingsdale
Date of appointment	January 2002
Chair of governors/ Appropriate authority	Mr Graham Gibbons Conwy County Borough Council LEA
Registered inspector	Mr Merfyn Douglas Jones
Dates of inspection	6 th – 8 th March 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10	24	27	19	13	26	24	25	168

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	3	9.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	10:2
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	90	93	93
Summer2005	91	95	95
Autumn 2005	87	91	93

Percentage of pupils entitled to free school meals	24
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		11		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	9	73	18
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	0	0	64	36
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	0	0	91	9
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	9	73	18
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	0	0	0	73	27
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	0	91	9
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	91	In Wales	80

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6		26		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	7	67	22
		National	0	0	0	0	0	0	16	46	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7	63	26
		National	0	0	0	0	0	0	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	4	52	41
		National	0	0	0	0	0	0	11	50	37

*** The school decided not to participate in the assessment test / task**

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	91	In the school	N/A
In Wales	70	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

Appendix 4

Evidence base of the inspection

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

The headteacher 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-three questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

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

Thirty-five lessons or part lessons were observed.

Samples of pupils' work, practical and written, from across the ability range in each year group, including Early Years, 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 with the governing body to discuss the outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn D Jones Registered Inspector	Key Questions 1, 2, 5 and 6 Mathematics, Welsh and Geography
Mr Kerry Knapper Team Inspector	Key Questions 3, 4 and 7 Early Years, Science and Music
Mrs Justine Barlow Lay Inspector	Support Key Questions 1, 3, 4 and 5.
Mrs Non Neave Peer Assessor	Contributing to all Key Questions
Mrs Elaine M Dingsdale Nominee	Providing evidence and support

Contractor: Atlantes Educational Services
Technology House
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Acknowledgement

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