

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Ysgol Bodfari  
Bodfari  
Denbighshire  
LL16 4DA**

**School Number: 6632070**

**Date of Inspection: 5 October 2009**

**by**

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Ysgol Bodfari 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 Ysgol Bodfari took place between 05/10/09 and 07/10/09. An independent team of inspectors, led by Robert Stuart Wormleighton 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 **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	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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	7
<b>Standards</b>	7
Key Question 1: How well do learners achieve?	7
<b>The quality of education and training</b>	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	13
<b>Leadership and management</b>	16
Key Question 5: How effective are leadership and strategic management?	16
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key Question 7: How efficient are leaders and managers in using resources?	17
<b>Standards achieved in subjects and areas of learning</b>	19
Welsh second language	19
Science	20
Design and technology	21
History	22
Geography	23
Music	24
<b>School's response to the inspection</b>	25
<b>Appendices</b>	26
1 Basic information about the school	26
2 School data and indicators	26
3 National Curriculum assessments results	27
4 Evidence base of the inspection	27
5 Composition and responsibilities of the inspection team	28

## Context

### The nature of the provider

- 1 Ysgol Bodfari is a community primary school situated in the small village of Bodfari, in the Vale of Clwyd, in the county of Denbighshire.
- 2 The school caters for learners aged four to eleven who are accommodated in two classes. Currently there are twenty-six learners on roll, as well as four nursery children who attend each afternoon. The Little Bods playgroup meets in the school four mornings a week.
- 3 The school describes the catchment as being rural, with some isolated locations, whose families come from a wide range of socio-economic backgrounds.
- 4 On entry pupils' attainment covers a wide range of abilities but overall is slightly above the local education authority (LEA) average. The majority have adequate language skills, but there are some with language and speech difficulties.
- 5 Ten per cent of pupils have been identified as having special educational needs (SEN) which is below the LEA average. One pupil has a statement of SEN.
- 6 Eleven point five per cent of pupils claim their entitlement to free school meals, which is well below the LEA and all Wales averages. All pupils come from homes where the predominant language is English. None has Welsh as their first language and currently there are no pupils learning English as an additional language.
- 7 The school currently employs the equivalent of 2.7 full-time teachers, including the headteacher who has been in post since September 2007. There are three teaching assistants.
- 8 The school achieved the Basic Skills Quality Mark 3 award. It has received the second leaf for Healthy Schools' accreditation, is Physical Education and School Sport (PESS) registered and is a Green Flag Eco-School. The school attained the Investors in People Award in March 2009.

### The school's priorities and targets

- 9 The school lists the following as its main priorities:
  - to continue to raise standards in bilingualism;
  - to raise standards in pupils' story writing;
  - to improve curriculum planning using the National Grid for Learning (Cymru);
  - to further develop guided reading throughout the school;
  - to continue to develop assessment for learning strategies, and;
  - to raise the standard of the presentation of pupils' work.

## Summary

- 10 Ysgol Bodfari is a good school with some outstanding features. The school has made good progress since its previous inspection.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
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 1
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

- 11 The judgements of the inspection team agree with the school's self-evaluation in six of the seven key questions. Where they disagreed in key question 4 the team awarded one grade lower.

### Standards

- 12 As the number of pupils eligible for assessment at the end of both key stage 1 and key stage 2 was fewer than five, summary information for statutory assessment is not included.
- 13 Numbers of pupils within each year group are very small so statistical analysis of the school's results for an individual year is difficult and can be misleading. However, an analysis over recent years indicates that the overall trend in performance is above average. Pupils of each gender make good progress towards achieving and at times, exceeding their targets and show good levels of attainment in all core subjects in both key stages.

### Grades for standards in subjects inspected

- 14 In key stages 1 and 2, standards in the subjects inspected are as follows:

Inspection Area	Key stage 1	Key Stage 2
Welsh second language	2	2
Science	2	2
Design technology	2	2
History	2	2
Geography	2	2
Music	2	2

- 15 Standards of achievement observed in lessons in subjects inspected were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
15%	85%	0%	0%	0%

- 16 These statistics are well above the national figures reported in Her Majesty's Chief Inspector's (HMCI) Annual Report 2007-08, where standards are good or better (Grade 1 and 2) in 84% of lessons; and above the figure of 12% for lessons where standards are outstanding (Grade 1).
- 17 Children's attainment on entry to the nursery is in line with the expected local and national averages. The overall quality of the educational provision for under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
- 18 Most pupils, whatever their backgrounds, including pupils with additional learning needs (ALN), make good and at times very good progress. There is a very good match between pupils' ability, results and the targets set.
- 19 Nearly all children within the Foundation Phase make good progress in the development of key skills. Their numeracy and their communication skills are good. Their use of information communications technology (ICT) skills and bilingual skills are of a good standard.
- 20 In key stages 1 and 2 pupils' communication skills of speaking, listening, reading and writing and their numeracy and ICT skills are good. The pupils show good progression throughout the key stages in their use of bilingualism.
- 21 Pupils use new knowledge and skills appropriately to increase their understanding and to develop ideas; they are making good progress towards fulfilling their potential and are well placed to move on to their next stage of learning. Most are developing a good understanding of what they are doing and are starting to have awareness of how they are progressing and of what they need to do to improve.
- 22 The development of pupils' personal, social and learning skills is good with outstanding features. Pupils are developing good study skills. Their skills in working independently and supporting each other as part of a team are well developed. Their problem solving and creative skills are good.
- 23 Pupils' behaviour is outstanding. They are courteous and thoughtful. Their attitude to learning is very good. They are well-motivated, enjoy their learning and show great perseverance.
- 24 Average attendance rates for the three terms prior to the inspection of 96.2% are exceptional and well above local and national averages. Punctuality is good for the start of the day and for all lessons and activities.
- 25 Standards of pupils' personal, moral and social education are good. Older pupils are supportive to the younger members of the school community and are able to empathise appropriately with those less fortunate than themselves in other communities outside school.
- 26 They have a good awareness of equal opportunities issues. Pupils' knowledge of Welsh culture is good and they display a growing respect for the diversity of beliefs, attitudes and cultural traditions in the wider world.

- 27 Pupils have a good understanding of their local community. The school is well involved in the local area and pupils participate in many aspects of community life. Pupils' understanding of the world of work in the area is good.

## **The quality of education and training**

### **Grades for teaching**

- 28 Grades for teaching in sessions observed during the inspection were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
15%	85%	0%	0%	0%

- 29 These statistics are well above the national figures reported in HMCI's 2007-08 Annual Report, where standards are good or better (Grade 1 and 2) in 83% of lessons; and are just below the average of 16% of lessons judged to be Grade 1.
- 30 Outstanding features in teaching included the excellent working relationships and motivation provided by staff to foster learning and encourage pupils to remain focused for prolonged periods, ensuring that pupils understand the success criteria for the lesson and confirming that pupils had achieved and understood objectives. The planning of a range of activities to meet the needs of different age groups and abilities within the class was also outstanding.
- 31 Good features in teaching included good pace in lessons, the appropriate use of resources and strategies to enhance learning opportunities, the careful and progressive planning and preparation of lessons. The effective use of support from teaching assistants and the use of volunteers from the community to enrich aspects of learning were also of a good standard.
- 32 All members of staff establish outstanding relationships with the pupils who are treated with respect. All teachers have good subject knowledge and have made an effort to learn Welsh which they use to support pupils' bilingual skills. Well planned, relevant homework is set on a regular basis.
- 33 The school has a clear policy for assessing pupils' achievements, progress and attainment. The school uses a range of appropriate and careful observations, to identify pupils' strengths, and areas for development. Progress is carefully monitored and teachers have a good understanding of pupils' levels of attainment. Good verbal feedback is given and pupils are given opportunities to assess their own progress. However most of the pupils are not fully aware of how to identify targets themselves and to identify how to improve their work.
- 34 The quality of reporting to parents is good and meets statutory requirements. The reports are easy to understand, detailed and identify pupils' strengths and areas for future improvements. Parents are invited to discuss their children's progress and to contribute to the annual reports.
- 35 The school provides a broad and balanced curriculum, which has outstanding features and meets statutory requirements. It is equally accessible to all pupils and shows suitable progression between the different age groups. The inclusion of 'Thinking Skills' is an outstanding feature, and the school makes good provision to develop other key and basic skills in both key stages.
- 36 All pupils are given full access to the curriculum and receive equal opportunities to take part in the school's wide and varied activities. The pupils visit various

places in the community and areas further afield to enhance their learning. These are outstanding features.

- 37 The school promotes pupils' spiritual, moral, social and cultural development well. Collective worship provides opportunities to discuss various moral aspects. The multi-cultural week provides a range of activities which fully enrich pupils understanding of other cultures.
- 38 Links with parents, community and other providers are very good. The development of a school website and VIP days are outstanding features. Partnerships with other primary schools and the local high school are very well established. These links are a strength in helping the school to provide enhanced experiences and activities for the pupils.
- 39 All pupils have equal access to all areas of the curriculum, including sport. Personal and social education (PSE) lessons and collective worship are used effectively to discuss moral aspects.
- 40 'Y Cwricwlwm Cymreig' is provided for appropriately. The school provides a range of activities, such as visits to the Urdd camp at Glan Llyn, which enhance their awareness of Welsh culture and history.
- 41 Pupils have a good awareness of sustainable development. They have gained the Eco-Schools Green Flag award and activities such as gardening and the Forest School also enhance their awareness; these are outstanding features.
- 42 Entrepreneurial and other skills needed to support economic development are as yet underdeveloped.
- 43 The quality of care, support and guidance to learners is a strength of the school. Good links exist with various support agencies. The quality of information provided to parents, including the web site and the opportunities for them to access it are outstanding.
- 44 All pupils are represented in and value the school council or eco council. There are good transition arrangements for new pupils and parents and between each key stage.
- 45 Healthy eating and the health and well being of pupils are promoted very well within the school. The PSE framework is well catered for. The headteacher and her staff are readily available to parents should they wish to discuss concerns regarding punctuality, attendance, behaviour or performance.
- 46 The quality of provision for pupils with ALN is good. The headteacher in her role as the SEN co-ordinator (SENCo) gives good leadership. The SEN teacher and teaching assistants make a positive contribution to pupils' progress and inclusion and resources are good. Good communication ensures that pupils and parents are fully involved in the process.
- 47 The school is aware of the need to support and extend those pupils who are more able and talented and a school policy has been adopted recently. However, arrangements for the identification of and continuing support for those pupils is currently too informal.
- 48 Rare instances of low level misbehaviour are dealt with immediately by teachers and staff. An 'Anti Bullying Week' has been held where work was done to raise

awareness of the issues. Pupils are encouraged to report incidents and the environment is conducive to this.

### **Leadership and management**

- 49 The clear direction the headteacher provides is an outstanding feature and this has been an important factor in the continuing progress the school has made since her appointment in September 2007. The headteacher is very well supported through the management roles of all staff and this is also an important part of the school's development and improvement.
- 50 The school takes good account of national priorities in its curriculum. It has responded very well to new curriculum initiatives and is implementing them with enthusiasm through a well-planned programme.
- 51 Appropriate and effective performance management procedures for the headteacher and staff are in place. These are linked to the school development plan (SDP) and are backed up by appropriate continuing professional development (CPD). Less formal arrangements for the performance management of other members of staff are also effective.
- 52 Governors have individual and sub-committee roles. They visit the school regularly for VIP days and observe pupils, activities and lessons. The governing body is kept well informed by the headteacher through her reports, documents and presentations. Governors fulfil all their statutory and legal requirements and provide a sense of direction. They support and challenge the school and hold it to account for its standards and the quality it achieves.
- 53 The self-evaluation report is a comprehensive document that contains much useful information. A strong culture of self-evaluation is developing in the school.
- 54 The views of staff and governors on the life and work of the school are included in the self-evaluation process and the views of other stakeholders, such as parents and pupils, are now formally canvassed. The SDP is based on the findings of the self-evaluation report, staff development needs and national and local priorities. It is regularly reviewed and monitored.
- 55 The school has a sufficient number of staff, including support staff who have relevant experiences and qualifications to teach and support all aspects of the school's curriculum effectively.
- 56 Efficient use is made of resources. The range and quality of learning resources is outstanding and meets the needs of the pupils. The school also makes very good use of facilities and expertise within the locality to enhance pupils learning.
- 57 The school makes very good and effective use of its accommodation. The outdoor areas are used well as part of the provision for all pupils within the school. The quality of accommodation at the school is an outstanding feature.
- 58 The headteacher manages the school's budget well and the governing body ensures that funding is available to meet the school's needs. The school obtains additional grants and also generates funding through various activities such as the hiring of the school hall. The school works closely alongside the LEA to monitor expenditure on a regular basis. Overall the school provides good value for money.

## Recommendations

In order to improve further the school should:

- R1 \*spread and further develop good practice in the promotion of thinking skills and assessment for learning initiatives throughout the school, enabling pupils to make their own decisions as to how they can improve;
- R2 \*ensure consistency in the presentation of pupils work across subjects and throughout the school, and
- R3 develop pupils' entrepreneurial skills in order to promote pupils' decision making and problem solving skills.

*\* These recommendations have already been identified by the school in its SDP.*

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

- 59 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 60 As the number of pupils eligible for assessment at the end of both key stage 1 and key stage 2 was fewer than five, summary information for statutory assessment is not included.
- 61 Numbers of pupils within each year group are very small so statistical analysis of the school's results for an individual year is difficult and can be misleading. However, an analysis over recent years indicates that the overall trend in performance is above average. Pupils of each gender make good progress towards achieving and at times, exceeding their targets and show good levels of attainment in all core subjects in both key stages.

#### Grades for standards in subjects inspected

- 62 Standards of achievement observed in lessons in subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	85%	0%	0%	0%

- 63 These statistics are well above the national figures reported in HMCI's Annual Report fore 2007-2008, where standards are good or better (Grade 1 and 2) in 84% of lessons; and above the figure of 12% for lessons where standards are outstanding (Grade 1).
- 64 Children's attainment on entry to the nursery is in line with the expected local and national averages. Baseline data at age four indicates that most pupils show good levels of achievement in their first year in school. The overall quality of the

educational provision for under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

### **Grades for standards in the subjects inspected**

65 In key stages 1 and 2, standards in subjects inspected are as follows:

<b>Inspection Area</b>	<b>Key stage 1</b>	<b>Key Stage 2</b>
Welsh second language	2	2
Science	2	2
Design technology	2	2
History	2	2
Geography	2	2
Music	2	2

- 66 Most pupils, whatever their background, including pupils with ALN, cope well with the work that is set for them and make good and at times very good progress. Tracking systems within the school confirm that there is a very good match between pupils' ability, results and the targets set.
- 67 Nearly all children within the Foundation Phase make good progress in the development of key skills. Their numeracy skills and their communication skills of speaking and listening, reading and early writing are good. Their use of ICT skills and their bilingual skills are of a good standard.
- 68 Overall, pupils in key stages 1 and 2 achieve good standards in the development of key skills. Their communication skills of speaking, listening, reading and writing and their numeracy and ICT skills are good and are well used with increasing competence across the curriculum. Most pupils make good and appropriate use of basic everyday greetings and requests in Welsh. Many older pupils make appropriate use of incidental Welsh in informal situations and in their lessons. The pupils show good progression throughout the key stages in their use of bilingualism.
- 69 Pupils, including those with SEN, make at least good progress across the curriculum in relation to the tasks set for them. They use new knowledge and skills appropriately to increase their understanding and to develop ideas. They are making good progress towards fulfilling their potential and are well placed to move on to their next stage of learning.
- 70 Most pupils are developing a good understanding of what they are doing and are beginning to have an awareness of how they are progressing and of what they need to do to improve. The rate of progress, for pupils of all abilities, in these processes improves steadily as they move through the school.
- 71 Pupils are developing good study skills. Pupils' skills in working independently and as part of a team are well developed. They work together in pairs or groups with confidence and support each other well. Their problem solving and creative skills are good and are used to good effect in a wide variety of situations across the curriculum.
- 72 The development of pupils' personal social and learning skills is good with outstanding features.
- 73 Pupils' behaviour in all settings throughout the school day is outstanding. They are courteous and thoughtful towards staff, visitors and each other and work very well together. Their attitude to learning is very good. Pupils are well

motivated and enjoy their learning. They co-operate well with adults and each other and settle quickly to their tasks, which they perform with enthusiasm and perseverance.

- 74 Attendance averaged 96.2%, with no unauthorised absences, for the three terms prior to the inspection. This is exceptional in that, according to the most recently published data, it is over 2% higher than the local average and 2.5% above the national average. Punctuality is good for the start of the day and for all lessons and activities. There have been no exclusions for at least the past ten years.
- 75 Standards of pupils' personal, moral and social education are good. Older pupils are supportive to the younger members of the school community and are able to empathise appropriately with those less fortunate than themselves in other communities outside school.
- 76 They have a good awareness of equal opportunities issues. Pupils' knowledge of Welsh culture is good and they display a growing respect for the diversity of beliefs, attitudes and cultural traditions in the wider world.
- 77 Pupils have a good understanding of their local community. The school is well involved in the local area and pupils participate in many aspects of community life. Pupils' understanding of the world of work in the area is good with no important shortcomings.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

- 78 The findings of the inspection team match the judgement made by the school in the self-evaluation report on this key question.
- 79 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	85%	0%	0%	0%

- 80 These statistics are well above the national figures reported in HMCI's 2007-08 Annual Report, where standards are good or better (Grade 1 and 2) in 83% of lessons; and are just below the average of 16% of lessons judged to be Grade 1.
- 81 The educational provision for the under fives is appropriate to their needs, and children make good progress towards the Foundation Phase outcomes.
- 82 Outstanding features observed in teaching included: -
- the excellent working relationships and motivation provided by staff, which fosters learning and encourages pupils to remain focused on their work for prolonged periods;
  - ensuring that pupils understand the success criteria of the lesson and referring to these at the end to ensure that pupils had achieved their objectives and had understood them; and
  - planning a range of activities to meet the needs of different age groups and abilities within the class.

- 83 Good features in teaching include: -
- the appropriate use of a range of resources and strategies, including ICT, which enhance learning opportunities for the pupils;
  - the careful and progressive planning of lessons and preparation of materials taking into consideration what has been learnt previously by the pupils;
  - effective use of support from expertise of teaching assistants and expertise of volunteers from the community to enrich specific aspects of learning;
  - ensuring that appropriate health and safety measures are applied appropriately where relevant; and
  - ensuring good pace and progression within the lessons.
- 84 All members of staff establish outstanding relationships with the pupils, which stimulates and supports good and effective teaching and learning. All pupils are treated with respect and their opinions are valued.
- 85 All teachers plan carefully and show continuity and progression in their planning. They ensure that pupils remember the main points from previous lessons and use this effectively as a springboard towards further learning.
- 86 Each lesson identifies the learning objective and what the pupils are expected to achieve at the end of the lessons, and how the pupils may identify success criteria by the end of the lesson. Discussions at the end of lessons provide pupils with opportunities to understand how much they have learnt.
- 87 The teachers adapt their lessons well to meet the varying needs of the different age groups and abilities in the class. They plan well to adapt their lessons to meet the needs of pupils who are on the SEN register. Teaching assistants contribute well towards helping pupils learn and ensure that each pupil is focused, on-task and fully committed.
- 88 All teachers have good subject knowledge and in many lessons good planning is effectively linked with opportunities to develop pupils' problem solving and decision making skills. The teachers give appropriate consideration to the Welsh Assembly Government (WAG)'s 'Skills Framework' when planning their lessons. They use a variety of resources and activities to ensure full participation of all pupils, and regularly monitor pupils work during the lessons to make sure that they learn and understand the main points of the lessons.
- 89 Teachers provide homework for the pupils on a regular basis. These are well planned and the pupils are provided with 'Learning Logs', which help them know what to do, and how to go about the work. The homework is linked well with topics studied within the lessons and provides the pupils with good opportunities to develop their independent learning and research skills.
- 90 All the teachers have made an effort to learn Welsh and they use this to support pupils' bilingual skills across all age groups. They provide good opportunities for the pupils to respond orally to requests and phrases, and to express themselves on an incidental manner in the lessons.
- 91 The school has a clear policy for assessing pupils' achievements, progress and attainment.

- 92 The school gathers relevant information, through a range of appropriate tests and careful observation, to identify pupils' strengths, and areas for development.
- 93 Progress of pupils is carefully tracked and recorded against a checklist of criteria and this helps teachers to identify areas for further development.
- 94 Teachers have a good understanding of pupils' levels of attainment, and give good verbal feedback to them in lessons. A good range of "assessment for learning" strategies is used effectively and pupils are given opportunities to assess their own progress against specific topic based success criteria.
- 95 These provide a good basis on which the pupils are beginning to get a good understanding of how well they are progressing in the lessons. However most of the pupils are dependent on their teachers to identify their targets and are as yet, not fully aware of how to identify targets themselves and use their own assessment to understand what to do to improve their work.
- 96 Pupils' work is marked regularly and generally teachers' comments are supportive. Opportunities for improving basic skills are noted and recorded as targets.
- 97 The school has developed portfolios of each pupil's work in the core subjects of English, mathematics and science, and in most foundation subjects. These provide exemplars for standards matching national curriculum (NC) levels and are used to moderate and level pupils' work. The school works alongside other local schools in the secondary catchment area to ensure that this process of levelling and moderating work is consistent and accurate.
- 98 The quality of reporting to parents is good and meets statutory requirements. The reports are easy to understand, detailed and identify pupils' strengths and area for future improvements. Parents are invited to discuss their children's progress with the teachers, and to contribute to the annual reports.

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

**Grade 1: Good with outstanding features**

- 99 The findings of the inspection team match the judgement made by the school in the self-evaluation report on this key question.
- 100 The school provides a broad and balanced curriculum, which meets statutory requirements. The curriculum is equally accessible to all pupils and shows suitable progression between the different age groups.
- 101 The inclusion of 'Thinking Skills', reflected in the WAG's Curriculum 2008 is an outstanding feature, and serves as a sound basis on which to develop these aspects of pupils' key skills, across various subject areas. The school makes good provision to develop other key and basic skills within subjects in both key stages.
- 102 All pupils irrespective of their social or educational background are given full access to the curriculum and receive equal opportunities to take part in the school's wide and varied activities, both within school time and in after school sessions.

- 103 Schemes of work for pupils in key stages 1 and 2 show clear continuity between aspects taught previously as well as clear aims and objectives. Teachers' planning generally indicates the inclusion of all relevant aspects of key skills in and across all subjects.
- 104 The pupils visit various places in the community to enhance their learning within the classroom. These are outstanding features, which extend pupils learning and relate them well to real life situations within the locality and in areas further afield. These are outstanding features of curricular provision.
- 105 The school promotes pupils' spiritual, moral, social and cultural development well. Morning assemblies provide opportunities for pupils to discuss various moral aspects of stories presented to them. Collective worship services comply with statutory requirements. The multi-cultural week provides a range of activities which fully enrich pupils understanding of other people's way of life, traditions and cultures.
- 106 Links with parents, community and other providers are very good. Weekly newsletters, termly parents' evenings and end of year reports keep parents well informed. Questionnaires are sent out each year asking parents' views on school life. This has resulted in the development of a school website, and this is an outstanding feature in strengthening the school's interaction with the parents.
- 107 Links with the community are strong. Local clergy visit on a frequent basis and take collective worship. There are termly visits by the local police officer who helps the pupils deal with issues of health and safety within the locality. The school produces a weekly newsletter for the community and the governors write their own letter to the community annually. The school building is very well used by the community.
- 108 Partnerships with other primary schools and the local high school are very well established. These links with other schools is a strength in helping the school to provide enhanced experiences and activities for the pupils. This is an outstanding feature which is enhanced further by links with a school in Normandy and the teaching of French as a modern foreign language in key stage 2.
- 109 Work-related education is good and well established throughout the school. Pupils visit local businesses and visitors are invited to talk to them about their working lives.
- 110 All pupils have equal access to all areas of the curriculum including sport. Personal and social education lessons and collective worship are used effectively to discuss moral aspects.
- 111 Schemes of work across the school reflect aspects of 'Y Cwricwlwm Cymreig' appropriately. The school provides the pupils with a range of activities, such as visits to the Urdd camp at Glan Llyn, which enhance their awareness of Welsh culture and history.
- 112 The school actively promotes bilingualism. All staff make every effort to learn and improve their Welsh. They frequently use greetings and requests, together with appropriate phrases and instructions in an incidental manner in their lessons.

- 113 The school reflects aspects of Y Cwricwlwm Cymreig well across the curriculum and appropriate provision is included in teachers planning.
- 114 Pupils have a good awareness of sustainable development. They have gained the Eco-Schools Green Flag award and show initiative in issues such as planting new trees, and growing their own organic vegetables. The activities provided through the Forest School initiative also provides the pupils with enhanced opportunities to understand how to care for the environment. This is an outstanding feature.
- 115 Entrepreneurial and other skills needed to support economic development are as yet underdeveloped. Although the pupils take part in selling produce from the school garden at Summer Fairs, they do not have sufficient opportunities to develop problem solving and decision-making skills within the concept of entrepreneurship.
- 116 The school's curriculum lays the foundations for lifelong learning and community regeneration. National priorities are taken on with enthusiasm and pupils are well prepared for transition to high school.

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

##### **Grade 2: Good features and no important shortcomings**

- 117 The findings of the inspection team do not match those made by the school in its self-evaluation report. Whilst a few outstanding features are acknowledged, they are insufficient overall to agree with the Grade 1 awarded by the school.
- 118 The quality of care, support and guidance to learners is a strength of the school. Good links exist with various support agencies such as the school nurse, educational psychologist and social services and staff are aware of them.
- 119 Parents state that pupil/teacher relations are exceptional and that the tutorial support helps pupils stay on top of their work. Older pupils look after the younger ones as a matter of course. The quality of information provided to parents and the opportunities for them to access it are outstanding. The school website in particular is exceptional and has links to a great deal of information. This is supported by weekly newsletters. Parents meet teachers on two formal evenings annually to discuss their child's progress and say that annual reports accurately reflect their children. An example of the school's promotion of its links with parents is the annual parents' 'VIP Day'. They spend the day in school with their child so as to see what is being taught and how their child works and socialises.
- 120 A number of employers support the school through sponsorship or work on the garden and report positive relationships with the school. All pupils are represented in one or other of the school council or eco council. The school council follows required guidelines in its constitution. Pupils value being members and can describe the activities they have undertaken and the benefits they get as individuals.
- 121 New pupils and their parents are given very good support when looking to start at or transfer to the school. The on-site playgroup, Little Bods, helps to make the transition into school for new pupils very smooth. Parents and pupils visit the

school before starting and are given an induction pack of school documents. There are good transition arrangements between each key stage.

- 122 Personal and social education is very well provided for. Staff know each pupil very well and they provide good support. Progress files are kept on each pupil and are regularly updated. Outstanding features include the support provided by special services such as the SEN outreach team, and the police schools liaison officer. Healthy eating is promoted very well within the school. The PSE framework is well catered for.
- 123 Where a pupil is absent without explanation at the start of a day, the home is contacted as soon as is practicable to see where she or he is. Parents are aware of their obligations to report absences. There are various rewards systems used for good behaviour, attendance, general effort and positive attitude. A weekly celebration assembly is used to issue awards such as 'seren yr wythnos', Welsh speaker of the week and helper of the week. Less formal individual awards such as stamps are issued during lessons and around the school. The headteacher and her staff are readily available to parents should they wish to discuss concerns regarding punctuality, attendance, behaviour or performance.
- 124 An exceptional feature on health and wellbeing is that a volunteer coach visits the school weekly to give separate sessions on fitness and football. The school is also PESS registered. Level 2 of the Healthy Schools award has been achieved and the school is working towards Level 3. Part of the work already done saw pupils design healthy meals for an area competition.
- 125 There is monitoring by pupils for the 5-a-day fruit and vegetables. A fruit shop is operated during break times. An exceptional activity is one where vegetables such as potatoes, pumpkins, onions and beetroot are grown in the school garden before being cooked and eaten by pupils in classes. Lunch is brought in from a nearby school and LEA guidelines are followed regarding healthy content. Lunchboxes are monitored for healthy content and suggestions are made to parents where necessary.
- 126 One person has been trained as the lead for First Aid and all other staff have attended basic training. All have attended refresher training in 2009. The site is securely fenced and school entrances are kept locked during the school day.
- 127 The headteacher is the designated senior member of staff for child protection and there is a named governor; another teacher has also been trained. Staff members were given basic awareness training during the summer term 2009. All Criminal Records Bureau checks are in date.
- 128 The quality of provision for pupils with ALN is good. The headteacher in her role as the SENCo gives good leadership. She has a thorough understanding of SEN pupils and works effectively with the designated governor, relevant staff in the school and the LEA and liaises closely with parents.
- 129 The SEN teacher and teaching assistants make a positive contribution to pupils' progress and inclusion and resources are good. The school works collaboratively with a range of specialist agencies to ensure the best support for pupils with additional needs. The SEN policy is comprehensive and complies with the requirements of the Code of Practice and all statutory requirements.

- 130 The school uses a range of assessments to identify pupils' additional needs effectively at an early stage and to inform and influence the teaching strategies appropriately. This enables all pupils to gain access to the full curriculum and to make good progress in their educational and social life. Individual education plans are effective and inform the learning and teaching. Good communication ensures that pupils and parents are fully involved in the process.
- 131 Although the school is aware of the need to support and extend those pupils who are more able and talented and a school policy has been adopted recently, arrangements for the identification and continuing support for those pupils is currently too informal.
- 132 The school actively promotes good behaviour and has appropriate arrangements in place, to ensure that pupils who may have behaviour that could impede their own learning make good progress and that other pupils are able to learn without interference and disruption.
- 133 Pupils' awareness of social diversity is promoted through the curriculum. All pupils are given every opportunity and regularly participate in all activities such as football and cookery. Racial equality and harmony is promoted through the curriculum. This is helped by events such as the annual 'Multi Cultural Week', this year Arabic and French issues were the foci. Visiting speakers have included a Kenyan teacher and a local teacher who spoke about her British Council, Comenius trip to Kenya.
- 134 Rare instances of low level misbehaviour are dealt with immediately by teachers and staff. More persistent misbehaviour is recorded in a 'Concerns Book' which is available to all staff to make entries. Parental involvement is included where relevant but this is rare. An 'Anti Bullying Week' has been held where work was done to raise awareness of the issues. Pupils are encouraged to report any incidents and the environment is conducive to this.
- 135 The school has an appropriate disability scheme and action plan. Although there are no fixed ramps for wheelchair users a temporary ramp makes all doors on the school's lower level accessible. Both classrooms are on the higher level which has no lift access or ramps at present.
- 136 At the time of inspection there were no disabled learners or adults in the school. In the event of a disabled pupil wishing to attend the school arrangements would be made with the LEA to determine what adjustments would be possible.
- 137 The registration system meets statutory requirements. It is recorded each morning and afternoon on hard copy with that data entered onto computer twice weekly. Long term absentees' academic needs are catered for through liaison with parents and, if necessary, home tuition arranged by the local authority. Such pupils are monitored naturally in the classroom on their return and provided with additional support if required.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

- 138 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 139 The clear direction the headteacher provides is an outstanding feature and this has been an important factor in the continuing progress the school has made since her appointment in September 2007. She has high expectations of herself and of her members of staff. There are good levels of communication within the school at a formal and informal level and this, along with the headteacher's detailed planning and good management skills, has ensured that strategies for the future development of the school are being implemented well. The resulting aims, practices, processes and policies are clearly understood by nearly all those involved and throughout the school.
- 140 The headteacher is very well supported through the management roles of all staff and this is also an important part of the school's development and improvement. There are good levels of liaison between staff that ensure that all have a good working knowledge of their subject areas in both key stages and more recently in the Foundation Phase.
- 141 The school takes good account of national priorities in its curriculum. It has responded very well to new curriculum initiatives and is implementing them with enthusiasm through a well-planned programme. The school has recently gained the Investors in People Award which underlines its commitment to developing the school as a learning community.
- 142 Appropriate and effective performance management procedures for the headteacher and staff are in place. These are linked to the SDP and are used to set targets to manage and improve the performance of individual members of staff. These are backed up by appropriate CPD and support and are beginning to have a positive impact on school improvement and the raising of standards. Less formal arrangements for the performance management of other members of staff are also effective.
- 143 The school sets challenging, yet realistic, statutory targets for its pupils, based on objective testing of their individual potential, and appropriately moderated teacher assessment. These are successfully met and sometimes exceeded. The school meets the targets set in its SDP.
- 144 Governors have individual and sub-committee roles which help them understand and influence the business of the school through strategic planning. They visit the school regularly for VIP days and observe pupils, activities and lessons.
- 145 The governing body is kept well informed by the headteacher through her reports, documents and presentations and is being developed further through initiatives such as the governing body training calendar. They understand what is involved with monitoring pupil performance and monitor quality through lesson observations, governing body meetings and their own training.
- 146 Governors fulfil their legal duties and provide a sense of direction. They support and challenge the school as a critical friend by providing feedback on performance and holding it to account for its standards and the quality it achieves.

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

**Grade 2: Good features and no important shortcomings**

- 147 The findings of the inspection team match the judgement made by the school for this key question in its self-evaluation report.
- 148 The self-evaluation report is a comprehensive document that contains much useful information. It gives a good picture of the school's current position and clearly identifies its priorities for future development and what it considers to be its outstanding features. The judgements of the inspection team agree with the school's self-evaluation in six of the seven key questions. Where they disagreed in key question 4 the team awarded one grade lower.
- 149 A strong culture of self-evaluation is developing in the school; staff are objective in reviewing their own performance, the performance of the school and the standards being achieved. They have a good overview of the subjects they have responsibility for and have produced action plans for them.
- 150 The views of staff and those of governors on the life and work of the school are included in the self-evaluation process, the views of other stakeholders, such as parents and pupils, are now formally canvassed through annual questionnaires. However opportunities to share the findings and areas for development, with parents by letter or via the excellent and very informative school web-site are overlooked.
- 151 The headteacher and governors set appropriate priorities in the SDP and ensure that there are sufficient good quality resources available to deliver them. The SDP is based on the findings of the self-evaluation report, staff development needs and national and local priorities. It is regularly reviewed and monitored through the headteacher's reports and presentations at meetings of the governing body.
- 152 Although analytical use of end of key stage annual data available is limited, due to the size of cohorts the school makes good use of all available data, including local and national, to compare the school with similar schools and to moderate their assessment procedures.
- 153 Overall, the school has successfully addressed the key issues noted in the last inspection report and improvements are evident. It has recorded good progress in raising standards in those subjects deemed to be satisfactory. There has been an improvement in the development of key skills across the curriculum and although the process remains, at times, a little too informal the quality of teaching and learning are well monitored.

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

**Grade 2: Good features and no important shortcomings**

- 154 The findings of the inspection team match the judgement made by the school in the self-evaluation report on this key question.
- 155 The school has a sufficient number of staff, including support staff who offer a wide range of expertise and who have relevant experiences and qualifications to teach and support all aspects of the school's curriculum effectively.

- 156 The staff work well together to ensure an enthusiastic approach and a supportive environment. Support staff have clear roles and responsibilities and work effectively with the teachers to ensure a good quality of support and guidance to the pupils.
- 157 The secretary provides valuable support to the headteacher in ensuring the smooth running of the school. The caretaker contributes effectively to the daily routines of the school and ensures that the school is kept clean and tidy. The canteen staff provide a variety of healthy food and provide an efficient service as part of the team.
- 158 The school makes effective use of volunteer expertise within the locality to enhance the provision of extra curricular activities.
- 159 The range and quality of learning resources is outstanding and meets the needs of the pupils. All subjects and all classrooms have a very good range of resources including ICT facilities which enhance the quality of teaching and learning. The school also makes very good use of facilities and expertise within the locality to enhance pupils learning.
- 160 The library is well stocked and provides a variety of books, which encourage pupils' research into specific topics. Each classroom holds an additional stock of books. The pupils make good use of the library and regularly take books home to read.
- 161 The school makes very good and effective use of its accommodation. The outdoor activity area is used well as part of the provision for pupils within the Foundation Phase. An outdoor covered teaching area and quiet garden area provides opportunities which enhance pupils' opportunities for learning about the environment, as well as promoting aspects of spirituality. The school grounds are very well kept and provide a good size sports field and horticultural areas. The quality of accommodation at the school is an outstanding feature.
- 162 The building is kept in very good decorative order and impressive wall displays enhance the environment. The school has appropriate security measures. There are adequate toilets, which are clean and well maintained.
- 163 Efficient use is made of resources; subject co-ordinators monitor their use and their effectiveness. The school has established successful links with the local community and local schools to enhance teaching and learning resources for pupils and staff. For example, through arranging joint visits to locations such as a nearby Forest School, or by visits to the local high school; these enhance pupils' knowledge and understanding of specific topics and subjects.
- 164 The resources available for younger children fully support the school's provision to meet the requirements of the Foundation Phase.
- 165 The school fully supports each member of staff's pathways towards further personal development through enabling them to attend appropriate training courses. Staff also attend courses, which the school has identified as priorities reflecting school curricular needs.
- 166 The organisation of teachers' planning, preparation and assessment ( PPA) time so as to ensure quality in provision is well organised and meets statutory requirements. Teachers use their PPA time to plan lessons and to record the progress made by pupils. The school uses staff with specific subject expertise to

cover for teacher planning and preparation time. The headteacher also covers for teachers' PPA time, and this enables her to monitor the impact of teaching on pupils' standards in both key stages.

- 167 Suitable and appropriate arrangements have been made to address workload and workforce remodelling issues. Additional hours have been provided for the school administration staff to meet the increased workload.
- 168 The headteacher manages the school's budget well and the governing body ensures that funding is available to meet the school's needs. The school obtains additional grants to supplement its budget and also generates increased funding through various activities such as the hiring of the school hall for various community groups. This income is used well to enhance resources at the school. The school works closely alongside the LEA to monitor expenditure on a regular basis.
- 169 Overall the school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **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**

- 170 Pupils show good development of their skills in the Welsh language at both key stages.
- 171 Many pupils in key stage 1 show good reading skills and practise these confidently when reading to older pupils. They show good pronunciation and good understanding of their stories.
- 172 Many pupils in key stage 1 have produced a short reading book, which they use well to read stories to others. They show a good understanding of their story and are proud to tell others about the contents.
- 173 All pupils listen well and understand the main points of a story read out to them. They have a good knowledge of basic greetings, parts of the body, colours, and of names of animals and use these correctly in short phrases or sentences. They use adjectives to describe parts of the body, such as describing the colour of eyes.
- 174 Most pupils in key stage 2 show good development of skills in Welsh. They use incidental Welsh well around school, in appropriate and relevant contexts. Many use adverbs well in their speech, such as 'the aeroplane flew quickly'.
- 175 Many use their previously acquired knowledge of vocabulary and ways of expressing themselves to serve as a sound basis for further improvement, leading to improved standards of achievement.
- 176 They describe the type of clothes they would like to wear for school and use good adjectives to describe these clothes. They show confidence when speaking in the present or past tense, and show good understanding of word order and grammatical structure.

177 They write a short diary of daily events and describe various summer holiday activities in their writing.

### **Shortcomings**

178 There are no important shortcomings but a few pupils are uncertain of the correct pronunciation of unfamiliar words.

<b>Science</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 179 Through their topic 'Ourselves' pupils in key stage 1 have are developing a good understanding of features of their bodies. They research their topic using reference books in the library and produce a big book of work on the body, they are able to identify their heart, teeth and how their blood flows. Their knowledge is extended further as they measure each other and produce a good range of neat graphs to record differences in shoe size, height, eye colour and head size. They are able to use the data to discuss, compare, evaluate and interpret the data.
- 180 Pupils compare and contrast their own features with those of a range of animals noting similarities and differences. They make good relevant suggestions as they discuss why, for example, rabbits' ears are as they are and how they use them to survive.
- 181 Pupils in key stage 1 are developing a good knowledge of the natural environment as they carry out studies in their school grounds and on a field trip to Talacre sand dunes, where they begin to develop ways of identifying birds such as the willow warbler and skylark from the songs they sing.
- 182 All pupils carry out a good range of investigations identifying objects that float or sink. They are able to classify materials into those that are natural and those that are man-made as they explore the school grounds.
- 183 All pupils in key stage 2 are developing a progressive understanding of the solar system. They investigate light sources and make shadows, longer and shorter as they vary the distance the object is from the light. They are developing a good understanding of materials that are opaque, translucent or transparent, and carry out good investigations to classify them.
- 184 Their investigative skills are developed further as they extend their knowledge and understanding of electricity and circuits. Most are aware of what makes a circuit and can identify and name their component parts. They can draw circuit diagrams and drawings, know the difference between them and label them with appropriate symbols. They are aware of the need for fair testing as they experiment with changing circuits and energy supply. They discover how to make bulbs glow dimmer or brighter, some are aware of resistance within a circuit. Most show very good investigative skills, they make predictions, refine their estimates and successfully complete their tasks to light the clowns face with parallel circuits, switches and appropriate power.

- 185 In key stage 2, nearly all pupils are developing a good understanding of the natural world. They are able to classify living things into plants or animals, invertebrates and vertebrates, as they investigate millipedes. They understand food chains and the role of producers, decomposer and predators. They are able to compare those within the locality and in woodland to those in a desert.
- 186 They are aware of the characteristics of magnets, forces and sound. They can identify high and low, quiet and loud and link these to musical instruments. They carry out investigations on sound making predictions and becoming aware of which insulating material will blank sound best and record and present their findings in appropriate graphs.

### **Shortcomings**

- 187 There are no important shortcomings.

### **Design Technology**

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

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

#### **Good features**

- 188 All pupils develop good knowledge and understanding of design and technology as they progress throughout the school. Most pupils experiment successfully with and investigate the effectiveness of a range of materials and equipment in relation to various tasks.
- 189 Many pupils across both key stages show good awareness of safety and are confident when using a variety of tools appropriate to their tasks.
- 190 All pupils in key stage 1 acquire good background knowledge of the project they are undertaking through carrying out small-scale investigations which help them plan and design models. For example they visited a nearby beach to see a lighthouse, before starting their task on designing a model lighthouse.
- 191 They understand that simple mechanisms such as split-pins can be used to make arms and legs that rotate on a robot.
- 192 Many pupils talk confidently about how to solve problems. They try out their ideas through assembling materials, and then evaluate their effectiveness. Where they need to amend their designs, they do this with confidence, showing good decision making skills.
- 193 Most pupils chose suitable materials for their tasks, such as choosing appropriate coloured plastic to act as a shade for sunglasses. They use suitable finishing techniques through choosing a suitable colour for their completed projects.
- 194 In key stage 2, many pupils develop their knowledge by further investigation such as studying the different types of photograph frames available, before deciding on what type of frame they would design themselves.
- 195 They analyse types of foods such as sandwiches and categorise foods into specific groups so that they can plan and make a sandwich, which is healthy to eat.

196 Nearly all pupils write a list of things they need to do to accomplish their tasks and do this clearly in correct sequential order. They show good planning and designing skills and know how to evaluate their products. They show good judgment in evaluating and making decisions and use this information to improve the models or items which they are making.

### **Shortcomings**

197 There are no important shortcomings.

## **History**

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

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

### **Good features**

198 Pupils in key stage 1 are developing a good understanding of their own history. They create their own history time lines identifying the youngest to oldest in the class and many are beginning to show an understanding of chronology. They are developing good historical research skills as they draw up questions to ask past pupils who they interview in school. Nearly all are able to identify differences in their childhood and schooling from those of a previous generation.

All are aware of and can list features of Bodfari school in the 1950's and can compare them to their own current experiences in school. They have a good recall of their findings, particularly on pupil punishment and record them on a Carroll diagram, classifying them into past and present, likes and dislikes.

199 Many key stage 1 pupils have an understanding of life in earlier, more distant times. They develop reference skills as they study castles in books. They know who lived in castles and draw pictures of castles identifying their features and label them accordingly. They are gaining a good knowledge of people of that age, such as Prince Llewellyn and King Edward and record in pictures the battles they fought and write about what sort of people they were.

200 In key stage 2, most pupils have a good knowledge of different aspects of the Tudor and Stuart periods. They use their knowledge of Henry the Eighth's wives to produce newspaper articles reporting their deaths. They are aware of the features of Tudor homes and are able to compare them with modern houses, how they were built, the materials used and how they were heated. They are also able to compare sporting and leisure activities, hunting and football, music and dance and entertainment at the Globe theatre, as well as the features of crime and punishment. They are aware of the travels of Drake around the world and use the Internet to trace his journey.

201 They are developing an understanding of the Celts and some of the historical figures of Wales such as Bishop William Morgan and Mary Jones.

202 Many show good levels of empathy with children and families who experienced the Second World War. They are aware of some of the changes for families that took place across the period and what it must have been like to be an evacuee or have fathers away at war.

203 Overall pupils show good levels of historical study and research skills to develop good historical knowledge. They use reference books and the Internet. They

are beginning to interpret evidence from museums, artefacts, archaeology and stories and are able to compare sources and why their interpretations differ.

204 They are gaining a good understanding of the local history of Bodfari, its railway and school as they interview past pupils as part of a current project.

### **Shortcomings**

205 There are no important shortcomings, but the work of a minority of pupils is poorly presented.

## **Geography**

**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 Most pupils in key stage 1 gather basic facts about Africa and can find features which differ from and are similar to features found in Bodfari.

207 They draw a picture of a typical house in Botswana and compare this to their drawing of a house in Bodfari. They can identify features and items found in and around a house.

208 Pupils in key stage 1 visit a nearby beach and make good observations and identify features which can be found on a beach such as pebbles and shells. They identify a lighthouse and know its purpose. They compare items found in the beach to items found around Bodfari, and state why they might be different.

209 Many pupils identify different types of sailing vessels, such as a cargo ship, yachts and a lifeboat and state their main purpose correctly.

210 They draw a basic plan of the school ground and identify features such as the garden and play area on the map. They draw specific places on their map in different colours and state the names of these places and their purpose.

211 In key stage 2, most pupils show a good knowledge of the islands of the Caribbean and carry out research into life on St Lucia. They identify important features of the island, both natural and man-made and know the types of jobs undertaken by people, which relate to tourism. They identify items, which may be bought in a shop by tourists and by local residents.

212 Many pupils collect facts about various National Parks around the world, and compare these to Snowdonia National Park. They use a map well to locate specific places, using a grid reference, within the Glacier National Park in Canada and within Snowdonia, and identify common feature to be found within other national parks in Wales such as the Brecon Beacons and the Pembrokeshire coast.

213 All pupils identify different ways of travelling to school and record their findings in graphical form using ICT resources confidently. They explain their results clearly showing good understanding of the interpretation of geographical data.

### **Shortcomings**

214 There are no important shortcomings, but a minority of pupils' work is poorly presented.

## Music

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

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

#### **Good features**

- 215 The standards of achievement in music are good in both key stages. Pupils of all ages and abilities enjoy performing, composing and appraising across a wide range of activities.
- 216 The quality of singing is good overall, all pupils join in enthusiastically, in music lessons and when performing during assemblies and collective worship. Singing is of a good standard; pupils sing in tune, diction is good and they sing with expression, responding well to the setting. Pupils have a varied repertoire of English and Welsh songs and hymns.
- 217 In key stage 1, pupils are beginning to develop a good understanding of tempo. They have good timing as they clap to the beat and the rhythm of two and three syllables in their names.
- 218 In key stage 1, pupils take turns as singers or instrumentalists. The orchestra of percussion instruments accompany the singers well and show good timing, successfully keeping beat as the line of helpers pull up the sweetcorn harvest. Pupils are beginning to evaluate their own and others performances. All pupils within the key stage show good progression over the lesson. A few are able to identify the rhythm patterns involved. Most pupils are able to create and compose their own rhythms from cards and words or independently and are able to perform and evaluate their works.
- 219 In key stage 1, pupils show good levels of involvement and standards in singing as they choose songs about work, getting dressed and milk time, they show good levels of creativity as they make up their own suggestions to alter the words and phrases, suggesting imaginative lyrics such as, 'shoes made of cheese graters' and 'coats of chocolate'.
- 220 Pupils show enthusiasm and make relevant creative suggestions. Pupils respond well fitting in the phrases to the music. They maintain a melody well and respond well to change of dynamics and tempo.
- 221 Key stage 2 pupils respond accurately as they sing 'Mi welais jac y do. Nearly all successfully sing in parts. They are able to change the rhythm of the tune and respond effectively to written music, changing pace appropriately. Most pupils are able to re-write the music and record it accurately on paper.
- 222 Pupils successfully play tuned and untuned instruments, a group play tunes on recorders whilst others accompany them on instruments such as, agogos and Guiros. They are able to play in four parts and keep a good note of time.
- 223 All pupils follow the conductor accurately. They have a good understanding of composition. Tunes are created on key boards, they evaluate their own work and that of others and they are able to make appropriate suggestions for future changes.
- 224 Pupils' musical skills are enriched throughout the school with musical activities linked to the Liverpool Philharmonic Enrichment, piano and guitar teaching and

good levels of involvement in the area performance of Orphan Annie at the local high school.

### **Shortcomings**

225 There are no important shortcomings.

### **School's response to the inspection**

The governors and staff of Ysgol Bodfari welcome the findings of the report which we believe to be an honest reflection of our school and would like to thank the inspection team for their professional approach and manner throughout the inspection.

We are very pleased that the report found Ysgol Bodfari to be a good school with outstanding features and that it recognised the hard work and dedication of the whole staff team and the contribution of our governing body. The judgement that the school has successfully addressed the key issues noted in the last inspection report, and that improvements are evident are also pleasing features.

We are particularly pleased that the inspection team recognised outstanding features within the broad and balanced curriculum provided by the school and that the many opportunities to enhance the curriculum were also seen as outstanding. Both staff and pupils have worked hard to develop their bilingual skills and we are pleased that the good standards achieved have been recognised in the inspection report.

The fact that standards of both teaching and pupil achievement were found to be good or outstanding in 100% of the lessons observed and that the range and quality of learning resources are also seen as outstanding is pleasing. We are also pleased that the excellent working relationships and motivation provided by the staff was noted to be an outstanding feature, as was the planning of a range of activities to meet the needs of different age groups and abilities within the classes. The progress of pupils with ALN and the outstanding relationships established between pupils and staff is most gratifying.

We are very proud to have further outstanding features highlighted by the inspection team, notably, pupils' behaviour and attendance, the quality of information provided to parents, including the school's website, and the quality of our accommodation.

It is recognised by the inspection team that the quality of care support and guidance to learners is a strength of the school. We have always been proud, and continue to be so, of our close links with parents and the wider community which have, once again, been recognised as very good.

We are pleased that the clear direction of the headteacher is noted as an outstanding feature, and it is recognised that she is strongly supported by the governing body and staff.

The inspection has provided us with a means to reinforce and celebrate our many strengths. We acknowledge the three recommendations in the report, two of which had already been identified by school in the SDP, and we will respond by formulating an action plan to address the development of these areas.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Bodfari
School type	Primary inc Foundation Phase
Age-range of pupils	4 -11
Address of school	Bodfari Denbighshire
Postcode	LL16 4DA
Telephone number	01745 710329

Headteacher	Victoria Cotgreave
Date of appointment	September 2007
Chair of governors	Terry Bryer
Registered inspector	Stuart Wormleighton
Dates of inspection	5 <sup>th</sup> -7 <sup>th</sup> October 2009

## 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	2	4	5	7	2	4	1	3	28

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	2.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	9.6:1
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	14
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	100%	96.4%	94.5%
Spring 2009	100%	93.8%	95.9%
Autumn 2009	100%	95.9%	98.3%

Percentage of pupils entitled to free school meals	11.5%
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

#### National Curriculum Assessment Results

##### End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2009</b>	Number of pupils in Y2	1
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

#### National Curriculum Assessment Results

##### End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2009</b>	Number of pupils in Y6	1
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

### Appendix 4

#### Evidence base of the inspection

A team of three inspectors spent a total of six inspector days in the school. A team meeting was held prior to the inspection. A peer assessor was also a member of the team for two point five days and the headteacher acted as nominee.

Inspectors visited and observed:

- 13 lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times, and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began;
- teachers, governors, support and administrative staff, the school council and groups of children during the inspection, and
- a representative of the LEA.

The team also considered:

- the school's self-evaluation report;
- eight responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection;
- documentation from the local authority, and
- samples of pupils' work from across the age and ability ranges.

The inspection team held post-inspection meetings with staff and governors .

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key questions 1, 5 and 6 Contributions to key question 4 science, history and music.
Dylan Jones Lay Inspector	Key question 4 Contributions to key questions 1 and 5.
Glyn Griffiths Team Inspector	Key questions 2, 3 and 7 Contributions to key question 1 Welsh second language, geography and design technology
Ann Lloyd-Jones Peer Assessor	Lesson observations, work scrutiny, listening to learners and Contributions to team meetings.
Victoria Cotgreave	Nominee

### *Acknowledgement*

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

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