

**INSPECTION UNDER SECTION 10 OF
THE SCHOOLS INSPECTIONS ACT 1996**

**YSGOL BODFEURIG
SLING
TREGARTH
BANGOR
GWYNEDD
LL57 4RH**

School Number: 661/ 2013

Date of Inspection: 4 – 6 May 2004

By

Mr D. M. Cray

Registered Inspector WO 92/16768

Date: 7 July 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRIV ATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage(KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Ysgol Bodfeurig is located on a pleasant, elevated position on the outskirts of the villages of Mynydd Llandegai and Sling, near Bangor, with very pleasant views over the River Menai and Ynys Môn. The school is maintained by Gwynedd Local Education Authority (LEA) and serves the surrounding rural hinterland. Pre-inspection documentation suggests that the residential area from which the pupils come is neither prosperous nor economically disadvantaged and that it represents distinct privileged and underprivileged groups. The school also considers that many of its pupils are less able but that only a few can be regarded as able.

The school has two classes and there are currently 27 pupils between 3 and 11 years of age on the register. They are admitted to school on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday.

Some 20% of pupils are entitled to receive free school meals – a figure that is a somewhat higher than county and national averages – and a total of 16 (59%) pupils have been placed on the school's register of special needs (SEN). Approximately a third of pupils come from homes where Welsh is the main spoken language. The school was last inspected during the summer term of 1998 and since then there have been staffing changes, with the last year being particularly unstable in terms of teaching arrangements and management of the school.

Because of the absence of the headteacher due to ill health during the summer term of 2003, a temporary headteacher was appointed, followed, in September 2003, by another headteacher, this time, a headteacher in charge who divides her time between Ysgol Bodfeurig and another school in the locality. Her deputy in that school has also transferred on a temporary basis to Bodfeurig as a classroom teacher, acting also as site manager in her absence.

The school has a statement of aims and objectives in its prospectus and the School Development Plan (SDP) produced as a temporary measure some months ago lists the following priorities:

- ethos of the school;
- raise standards in core and foundation subjects;
- school buildings;
- improve resources;
- establish an agreed assessment system;
- update schemes of work and school policies.

The school sets targets according to the requirements of the Welsh Assembly Government (WAG), but it is not appropriate to publish them in order to safeguard the confidentiality of the small number of pupils in question. However, they are discussed with a member of the LEA's advisory team.

2. MAIN FINDINGS

The main findings of the report

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and Social Development	Satisfactory
Mathematical Development	Satisfactory
Knowledge and Understanding of the World	Satisfactory
Physical Development	Satisfactory
Creative Development	Satisfactory

- In Key Stage 1(KS1) and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

	KS1	KS2
Welsh	Satisfactory	Satisfactory
English	-----	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Good
Music	Good	Good
Physical education	Satisfactory	Good
Religious education	Satisfactory	Good

- In KS1 in 2003, according to teacher assessments, 50% of pupils attained Level 2 (L2) or above in the core subjects at the end of the key stage (Wales 79%; Gwynedd 79%). In 2002 the figure was 67% (Wales 80%; Gwynedd 79%) and in 2001 it was 86% (Wales 81%; Gwynedd 76%). In KS2 in 2003, 43% of pupils at the school attained L4 or above, as determined by task/test results in the core subjects (Wales 71%; Gwynedd 72%). In 2001 the figure was 50% (Wales 68%; Gwynedd 72%).
- In 2002 no assessment results were published so as to safeguard the small number of pupils who took part.
- Over recent years, in relation to comparator schools in Wales, the school's performance in KS1 and in KS2 has in the main been in the 25% lowest performing schools.

- In 2003 no data based on teacher assessments of pupils' attainments at the end of KS2 was presented.
- The under-fives make satisfactory progress in the application of their developing skills in early literacy, numeracy and information and communications technology (ICT) across the curriculum. Standards of literacy across the curriculum in KS1 and KS2 are generally satisfactory, but pupils' reading skills in KS1 are unsatisfactory. Pupils in both key stages make satisfactory use of their numeracy and ICT skills in a range of contexts across the curriculum.
- Pupils' spiritual, moral, social and cultural development is very good. The school has recently placed considerable emphasis on developing this aspect of its work and has had particular success in creating an ethos of which it can be genuinely proud.
- Behaviour and attitudes are good. New policies and procedures have recently been introduced throughout the school, and their impact can be seen in the homely and disciplined atmosphere that exists. Pupils' natural curiosity is now being harnessed in a very positive fashion.
- Pupils' levels of attendance are very good. However, registers for the year 2002-03 were not available for checking by the inspectors and neither was the school in a position to provide whole-school attendance figures for the summer term of 2003. On the basis of discussions held, it can be adjudged that the school did not fulfil statutory requirements in relation to the registers for all classes for a period leading up to September 2003.
- The quality of teaching is very good in 15% of lessons observed by inspectors, it is good in 37%; satisfactory in 37% and unsatisfactory in 11%. Stimulating teaching was regularly seen in the KS2 pupils' class. In the under-fives and KS1 class, class organisation and teaching are not always appropriate for the age range in question.
- The quality of assessment, recording and reporting is satisfactory. The reports presented to parents in the summer of 2003 do not conform to requirements. The school is aware of this and has already arranged to correct the shortcomings. The school provides a broad and balanced curriculum that is in general of good quality. New policies and schemes of work have been put in place since September 2003 for all NC subjects and religious education. Since this time, pupils have experienced appropriate continuity and progression in their education, with due attention being paid to the Programmes of Study. The provision now in place for pupils with SEN is good and they make satisfactory progress.
- The partnerships with parents and community, schools and other institutions are generally good. Clear evidence of parents' interest in the school was the fact that almost all families were represented at the pre-inspection meeting and the questionnaires that were returned. Numerous references were made to their satisfaction with the provision currently being made for their children and they are clearly eager to work with and support the school. Over the last two terms, a close partnership has developed with nearby Ysgol Tregarth. The latter has been generously supportive of Ysgol Bodfeurig and both schools now organise several joint activities, thus offering the many advantages that accrue from teachers working together and pupils integrating with each other. The support of the LEA and its officers has been particularly good during a difficult period for the school, and this is greatly appreciated by the governing body.

- The quality of self-evaluation and planning for improvement at the school is satisfactory. The headteacher in charge conducted a detailed analysis of the school's strengths and weaknesses early in the autumn term of 2003 and immediate action was taken on a number of key issues, such as improving the ethos of the school as a basis for raising standards. The SDP, which was produced as an interim document, contains a large number of detailed action plans for improvement and the school has succeeded remarkably in adhering to a particularly challenging timescale. Because of the uncertainty in relation to the management of the school beyond the immediate present, no long-term priorities have been included in the SDP. It would be appropriate to do so as soon as possible. Currently, the school has no subject co-ordinators as such and this is a role to be developed when the school's organisation is placed on a more permanent footing than is currently the case. The school has embarked upon the process of monitoring the quality of teaching.
- The quality of leadership at the school is good. The headteacher in charge provides very sound leadership and a clear sense of purpose and direction for the work. The governing body meets regularly and displays considerable commitment to the school. The recent period has been a matter of great concern to them and they are eager to see the school succeed. They work well with the headteacher who ensures that they have a clear awareness of the relevant issues. This gives them a good opportunity to develop their role and to act increasingly as a critical friend. Currently, the budgetary situation is not clear due to the temporary and urgent decisions that had to be made in relation to staffing. This is understandable, but it is appropriate that this matter is resolved as soon as practicable. From the evidence to hand, the school has not provided good value for money during the period leading up to September 2003. The school conforms to requirements in relation to teaching time but neither the prospectus distributed to parents nor the annual report of the governing body to parents fulfils all requirements. Under the leadership of the headteacher in charge, the school provides pupils with an education that clearly and increasingly improves the standards they achieve. The current management arrangements are of a temporary nature and it is therefore important that the appropriate authorities decide soon on a model of management that enables the school to maintain the momentum and good practice currently being applied.
- In general, the school has made unsatisfactory progress in addressing the key issues for action identified by the inspectors in their report in July 1998.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- It was adjudged that pupils' standards of achievement are good in 39% of lessons observed by inspectors and satisfactory in 61%.
- The under-fives achieve satisfactory standards in five of the six areas of learning of the Desirable Outcomes. Their language, literacy and communication skills are good.
- In KS1, pupils' standards of achievement are generally satisfactory in Welsh, although reading standards are unsatisfactory. English is not taught formally in this key stage. Satisfactory standards are achieved in mathematics and science. Standards in the

foundation subjects are all satisfactory, with the exception of design and technology and music, where standards are good.

- In KS2, standards in Welsh, English, mathematics and science are satisfactory. Standards are also satisfactory in information technology, history and geography, and are good in design and technology, art, music, physical education and religious education.
- In KS1 in 2003, according to teacher assessments, 50% of pupils attained L2 or above in the core subjects at the end of the key stage (Wales 79%; Gwynedd 79%). In 2002 the figure was 67% (Wales 80%; Gwynedd 79%) and in 2001 it was 86% (Wales 81%; Gwynedd 76%).
- In KS2 in 2003, 43% of pupils at the school attained L4 or above, as determined by task/test results in the core subjects (Wales 71%; Gwynedd 72%). In 2001 the figure was 50% (Wales 68%; Gwynedd 72%).
- In 2002 no assessment results were published so as to safeguard the small number of pupils who took part.
- In KS1, the school's results in NC assessments for 2003 are considerably lower than national and county averages in Welsh and mathematics. They are marginally lower in science. In KS2, the results for 2003 are considerably lower than national and county averages in Welsh, English, mathematics and science.
- Over recent years, in relation to comparator schools in Wales, the school's performance in KS1 and in KS2 has in the main been in the 25% lowest performing schools.
- It is appropriate to note that assessment groups are at times too small to allow meaningful comparisons with national and county data.
- There are no significant gender-based differences between the performances of boys and girls in either key stage.
- In 2003 no data based on teacher assessments of pupils' attainments was presented at the end of KS2.

3.2 Standards achieved in key skills across the curriculum

- The under-fives make satisfactory progress in the application of their developing skills in early literacy, numeracy and ICT across the curriculum.
- Standards of literacy across the curriculum are generally satisfactory. Overall in KS1, pupils listen well and in KS2 they do so very well. They are always happy to contribute to discussion sessions in Welsh in KS1 and in both languages in KS2. However, despite their best efforts, a number of pupils do not have a sufficiently sound grasp of Welsh vocabulary. In KS1 pupils' reading skills across the curriculum are unsatisfactory and they are satisfactory in KS2. Standards of writing are satisfactory in both languages across the curriculum. They write in a range of forms but there are few examples of extended writing across all subjects.
- Pupils in KS1 and KS2 make satisfactory use of their numeracy skills in a range of contexts across the curriculum.

- Pupils in both key stages make satisfactory progress in the use of their ICT skills in a range of contexts across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual, moral, social and cultural development is very good. The school has recently placed considerable emphasis on developing this aspect of its work and has succeeded very well indeed in creating an ethos of which it can be genuinely proud.

- The school is a safe, kind and caring community. Sound attitudes and values are promoted, and these are to be seen from day-to-day.
- The act of whole-school collective worship is a highly effective means of introducing Christian values. Music is used to support the very special atmosphere created in the services and pupils respond very well to the various stimuli.
- Pupils have a very good understanding of the difference between good and bad. They show respect for school property and its rules. They were involved in the formulation of these rules and they discuss everyday issues relating to their daily lives with great maturity.
- Great emphasis is placed on developing positive relationships amongst pupils and between pupils and staff. They are courteous and caring and it is a pleasure to see them play together happily on the yard during break times. Their concern for each other and for others is an impressive feature.
- Pupils develop their knowledge of the culture and heritage of Wales through their studies and awareness of celebrations. A sense of Welshness permeates the school's activities and pupils' experiences are enhanced through visits outside school boundaries, by visitors to school and extra-curricular experiences.
- The school has a pro-active approach towards racial equality, with the result that pupils are tolerant and accepting of all, regardless of race, background or difficulties. They also have a good awareness of other cultures and of their role as members of a global family.

4.2 Behaviour and attitudes

Behaviour and attitudes are good.

- New policies and procedures have recently been introduced throughout the school, and their impact can be seen in the homely and disciplined atmosphere that exists. Pupils' natural curiosity is now being harnessed in a very positive fashion.
- Pupils are courteous and cheerful, and they relate and play well together. The same qualities are seen in the willingness of the majority of pupils to commit themselves to their learning and this has a positive impact on their achievements.

- It was seen that pupils respect their teachers, the support staff and visitors to school.
- They are well supervised in order to prevent any instances of bullying or unacceptable behaviour. During the inspection, no such instances were witnessed, all of which contributes effectively towards social inclusion at the school.

4.3 Attendance

Pupils' levels of attendance are very good.

- Levels of attendance over the last two full terms stand at 97% and are very good. However, registers for the year 2002-03 were not available for checking by the inspectors and neither was the school in a position to provide whole-school attendance figures for the summer term of 2003. On the basis of discussions held, it can be adjudged that the school did not fulfil statutory requirements in relation to the registers for all classes for a period leading up to September 2003.
- Over the last two terms, having targeted attendance as a priority in the SDP, the school's policies and procedures have been revised to include a well-produced handbook for parents, together with formal recognition of the importance of regular attendance and a reminder for pupils about punctuality. The fruits of these efforts are now seen in the very good levels achieved.
- The registers for 2003-4 are kept in an orderly manner and the statistics can be confirmed. They conform to the statutory requirements of the WAG. It was seen that parents co-operate with the school to maintain levels of attendance and by providing explanations for the now rare cases of pupil's absences.
- The levels of attendance of the under-fives reflect the position for the school as a whole.
- Pupils' punctuality is very good and this provides for a prompt and punctual start to the school day.

5. QUALITY OF EDUCATION

5.1 Teaching

In general, the quality of teaching is satisfactory. The quality of teaching is very good in 15% of lessons observed by inspectors; it is good in 37%, satisfactory in 37% and unsatisfactory in 11%. Stimulating teaching was regularly seen in the KS2 pupils' class.

In the best teaching:

- The teachers have an appropriate knowledge and understanding of the requirements of the NC and good use is made of expertise in some subjects such as physical education and design and technology in KS2.
- It was seen that individual lesson planning is effective and that it leads to progress in pupils' learning.

- The relationships between teachers and their pupils are good and this leads to effective co-operation in a happy atmosphere.
- Teachers provide a good model of language and they work hard to correct and develop pupils' Welsh vocabulary.
- They work effectively to support pupils by moving about the class and offering attention for individual pupils.
- Effective use is made of resources to reinforce learning and to stimulate pupils.
- Teachers use a range of teaching techniques and strategies. Their presentations engage pupils' interest and stimulate them to respond positively to the tasks set for them.
- Classroom organisation is appropriate to the work undertaken.
- Teachers' questioning is thorough and pupils are encouraged to develop their ideas.

The following shortcomings were identified in some lessons in the under-fives and KS1 class:

- Presentations are sometimes too long and complicated, leading some pupils losing interest and a tendency to interrupt the teaching.
- Classroom organisation and teaching are not always appropriate for the age range, and the under-fives spend too much time in formal, whole-class situations that are led by the needs of older pupils.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory.

- Whole-school procedures for assessment and recording the achievements of all pupils have been introduced recently and they are used to seek to obtain consistency across the school. Prior to this, the procedures were inadequate.
- Good use is made of standardised tests as part of the process of identifying pupils' needs. Considerable use was made of these tests during the last autumn term, in order to identify in detail the strengths and shortcomings that required attention.
- Recently, LEA assessment procedures have been introduced as a means of measuring and recording progress in the core subjects. No assessment arrangements have yet been introduced for the foundation subjects.
- Each pupil has received individual targets and these are shared with parents during the open evening held each term. Good examples of their effectiveness were seen in KS2 on a day-to-day basis.
- The baseline assessments on the under-fives are administered appropriately. These are supplemented by the records kept during their nursery and reception stages.

- A whole-school marking scheme has been recently introduced and the comments made in KS2 assist pupils to respond to and improve their work. However, there is to date no consistency in its implementation across the school.
- Good procedures are in place for the assessment of pupils with SEN.
- Good opportunities are provided for parents to visit the school to discuss their children's work, both formally and informally. The school goes to considerable trouble to ensure that discussions are held with a representative of each family.
- The reports presented to parents during the summer of 2003 do not conform to requirements. The school is aware of this and has already taken steps to address the shortcomings.
- Parents have received termly reports since September 2003 containing specific targets for improvement by pupils.

5.3 Curriculum

The school offers a broad and balanced curriculum that is generally of a good quality.

- The curriculum for the under-fives conforms to the Desirable Outcomes, although its implementation does not always reflect the planning.
- New policies and schemes of work have been adopted since September 2003 for all NC subjects and religious education and curricular breadth and balance are now good across both key stages and conform to statutory requirements. Since this period pupils have experienced appropriate continuity and progression in their education, and the necessary consideration has also been paid to the Programmes of Study.
- Mid and short-term planning is effective. Specific references are made to the development of key skills and the activities and educational aims are both clearly defined. Where appropriate and wherever practicable, the programme is planned on the basis of a termly theme.
- Although the Personal and Social Education (PSE) curriculum is not presented in designated lessons, elements are included in subject areas and as a basis for circle time and discussion activities.
- A School Council has not yet been established, but pupils in KS2 are familiar with expressing their opinions and discussing issues related to discipline and the school as a whole.
- Curricular provision for pupils with SEN is now good and pupils gain full access to all school activities.
- The provision for the Cwricwlwm Cymreig is very good. A sense of Welshness permeates all aspects of the school's work and is also given due attention in a number of NC subjects.

- Homework is used effectively to support classroom-based work.
- Appropriate attention is given to issues relating to health and safety in the curriculum.
- Pupils benefit considerably from the many extra-curricular experiences they receive, including visits to local organisations, and visits by experts such as well-known artists, singers and actors. The Urdd section meets mainly during the winter months.
- The school's attitude and that of its pupils towards bilingualism is positive and is bearing fruit.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and pupils' welfare is very good.

- The school is a particularly caring and safe community and it has procedures and policies in place to provide for pupils' health, safety and welfare during lessons and break times.
- Staff know their pupils well and they deal with any problems that arise with sensitivity and wisdom.
- There are child protection procedures in place and staff are aware of them.
- Sex education is taught in accordance with a policy approved by the governing body.
- All pupils are given equal access to all school activities.

5.5 Provision for pupils with Special Educational Needs (SEN)

The provision now in place for pupils with SEN is good. They make satisfactory progress.

- Following an assessment of pupils at the school at the beginning of the autumn term of 2003, a total of 16 pupils were placed on the register of special needs, almost all of them being KS2 pupils. This corresponds to 59% of the school's total pupil population, and is an exceptionally high figure. No pupils are statemented and seven are identified as being on the School Action Plus stage. Two pupils attend the catchment SEN Unit for the morning sessions. The remainder, who are on the School Action stage, are in the main in need of support to improve their reading skills.
- The school has a comprehensive policy statement that has recently been approved by the governing body. However, it contains little by way of explanation of the various stages of intervention referred to in the Code of Practice that became operational in 2002.
- The headteacher in charge is the school SENCO. The register is properly administered and the records relating to SEN are both detailed and orderly.
- Particular emphasis is placed on providing equal opportunities for each pupil and the curriculum with which they are provided is appropriate to their needs. They receive support in the mainstream classes and also, either in withdrawal sessions in the care of specialist teachers or, in the case of KS2, for brief daily periods, on an individual basis, to improve their reading under the guidance of a basic skills assistant, who has been

specifically trained for such work. These arrangements work well and are beneficial to pupils.

- The current assessment system is effective in identifying pupils with SEN. Diagnostic tests are used to assist with the identification of needs. However, the school's identification of the needs of individual pupils has until fairly recently been much too slow.
- The Individual Education Plans (IEPs) are of good quality and are reviewed three times a year. Parents are invited to school to discuss them, an opportunity which is accepted by parents. The targets contained in the IEPs are clear and they correspond to the specific needs of individual pupils. The evaluations made at the end of term are thorough, informing as they do the production of the next IEPs. Detailed records are also kept of the issues discussed at the meetings with parents, together with a note of the agreed recommendations.
- The designated member of the governing body with responsibility for SEN is highly supportive of the school's work in this regard.
- Very good support is received from the various agencies in the County, who have made a considerable and important contribution to addressing the previous shortcomings identified in the procedures and provision.

5.6 Partnerships with parents and community, schools and other institutions

The partnerships with parents and community, schools and other institutions are generally good.

- Clear evidence of parents' interest in the school was the fact that almost all families were represented at the pre-inspection meeting and the questionnaires that were returned. Numerous references were made to their satisfaction with the provision currently being made for their children and they are clearly eager to work with and support the school.
- The information provided for parents is good. Close contact is maintained through newsletters, meetings, reports and additional letters as and when required. This is greatly appreciated. There is a Home-School Agreement that has been supported by the vast majority of parents.
- The school is a very important institution in the village and surrounding hinterland, and the community, including former pupils, take great interest in its activities and celebrations. The Community Council is supportive, and through the work of Cymdeithas Rieni ac Athrawon Ysgol Bodfeurig, the school extends out into the community it serves. There are good links with religious organisations, the Urdd and others.
- Over the last two terms, a close partnership has developed with nearby Ysgol Tregarth. The latter has been generously supportive of Ysgol Bodfeurig and both schools now organise several joint activities, thus offering the many advantages that accrue from teachers working together and pupils integrating with each other.
- The partnership with the local Cylch Meithrin, that is located at the school, is good and there is also close co-operation with other primary schools in the area, as in the case of

the schools choir. The arrangements for the transfer of Year 6 (Y6) pupils to their secondary education are also good.

- The support of the LEA and its officers has been particularly good during a difficult period for the school, and this is greatly appreciated by the governing body. There are good links with other organisations, such as the Police, Mountain Rescue and the Forestry Commission.
- The school provides work experience for pupils of secondary school age and to students from Coleg Menai. Although there have been no instances in the recent past, prospective teachers from University of Wales, Bangor, have also spent periods of teaching practice at the school.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- The school does not currently have a policy statement on this aspect of its provision, but there is a clear awareness of its importance. Examples of the links developed, which enhance the curriculum, are the pupils' work in pricing and selling sweets and other items for the Christmas Fair, and the proposals to study the timber industry with a local company.
- Pupils' awareness of their heritage has also been given due attention, by visiting the Slate Quarry at Llanberis. In addition, links, that are to be further developed, have also been established with the electricity generating industry at Dinorwig. The school has also received funding through its links with the electricity industry.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement at the school is satisfactory.

- The headteacher in charge conducted a detailed analysis of the school's strengths and weaknesses early in the autumn term of 2003 and immediate action was taken on a number of key issues, such as improving the ethos of the school as a basis for raising standards.
- The SDP that was produced as an interim document contains a large number of detailed action plans for improvement and the school has succeeded remarkably in adhering to a particularly challenging timescale.
- Because of the uncertainty in relation to the management of the school beyond the immediate present, no long-term priorities have been included in the SDP. It would be appropriate to do so as soon as possible.
- Currently, the school has no subject co-coordinators as such and this is a role to be developed when school organisation is placed on a more permanent footing than is currently the case.

- The school has embarked upon the process of monitoring the quality of teaching.
- The school has a good awareness of its performance in a county and national context.
- Whole-school targets are set for the core subjects over a three-year period in accordance with requirements. They are based on the practice now in use of setting targets for each individual pupil. These targets are realistic and appropriate procedures are in place to monitor them.
- The school has made unsatisfactory progress in addressing the key issues for action identified by the inspectors in their report in July 1998.

6.2 Leadership and efficiency

The quality of leadership at the school is good.

- The headteacher in charge provides very sound leadership and a clear sense of purpose to the work. She has high expectations and is assisted in this regard by her site manager.
- Appropriate aims and objectives have been set and sound values are being nurtured.
- A wide range of curricular policies have been produced and presented in the recent past to the governing body. Considerable time and effort have been expended in the production of these statements, which have been given due consideration by the governors. There remain some important gaps, such as policies on sustainable development, links with industry and global citizenship.
- The governing body meets regularly and displays considerable commitment to the school. The recent period has been a matter of great concern to them and they are eager to see the school succeed. They work well with the headteacher who ensures that they have a clear awareness of the relevant issues. This gives them a good opportunity to develop their role and to act increasingly as a critical friend.
- Regular staff meetings are held jointly with nearby Ysgol Tregarth, which provide good opportunities to discuss management and curricular issues. This is a valuable arrangement.
- Currently, the budgetary situation is unclear due to the temporary and urgent decisions that had to be made in relation to the staffing of the school. This is understandable, but it is appropriate that this matter is resolved as soon as practicable.
- The headteacher keeps a close eye on expenditure under other budget headings in consultation with the governing body.
- From the evidence to hand, the school has not provided good value for money during the period leading up to September 2003.
- The school conforms to requirements in relation to teaching time.
- Neither the prospectus distributed to parents nor the annual report of the governing body to parents fulfils all requirements.

- The school has a developing awareness of matters relating to sustainable development, as evidenced by the regular efforts made to collect waste paper for recycling.
- Under the leadership of the headteacher in charge, the school provides pupils with an education that clearly and increasingly improves the standards they achieve. The current management arrangements are of a temporary nature, and it is therefore important that the appropriate authorities decide soon on a model of management that enables the school to maintain the momentum and good practice currently being applied.

6.3 Staffing, accommodation and learning resources

Overall, the quality of staffing and accommodation is good, and the quality of learning resources is satisfactory.

- The number of teachers with class responsibilities is appropriate, and this is supplemented by the use made of the expertise of staff from Ysgol Tregarth, and through the additional support provided by the LEA.
- A classroom assistant is employed to provide support for the under-fives, but there is scope to further develop this role in order to strengthen the provision.
- The support provided by the basic skills assistant is effective and contributes greatly to raising the standards achieved by those pupils who under-achieve and under-attain.
- Pupils' work across the school is attractively displayed along the corridors, in the hall and in the various classrooms.
- The school has been through a period where basic resources were in short supply, but this is now been addressed. Amongst the improvements made recently is the supply of new computers, together with the books seen in the library. The school's supply of items of large equipment for the under-fives is inadequate.
- The buildings are in good condition and there is adequate space for the pupils currently accommodated. Externally, the yard is large enough and suitably marked for a range of activities. The grassed area is also adequate. A designated area is provided for the under-fives, but children were not seen using it during the inspection.
- The school and external areas are kept in a clean condition, free from any litter.
- The building does not provide full disabled access.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Overall, the provision for the under-fives is appropriate and promotes the Desirable Outcomes in the six areas of learning. One part-time nursery child and the three full-time reception age children are educated together with KS1 pupils. The arrangements for whole-class activities are not at all times appropriate to their age and level of development. The children's language, literacy and communication skills are good, and satisfactory standards are achieved in each of the other five areas.

The children's language, literacy and communication skills are good.

Good features

- The children enjoy listening to stories and they respond appropriately to the activities. They communicate well in Welsh. They understand the function of print in a book and can recognise letters and simple words. They read simple stories together and are able to read a number of familiar words independently. They remember the words of several simple songs that help them to learn new vocabulary.

Shortcomings

- The children do not develop their reading and writing skills with a sufficient measure of independence.

The children's personal and social development is satisfactory.

Good features

- The children enjoy taking part in various activities together with KS1 pupils. They establish a good relationship with other children and on the whole they listen to directions. They are able to persevere with adult supervision and support.

Shortcomings

- Because the majority of activities are under adult control, the children receive too few opportunities to nurture their skills independently.

The children's mathematical development is satisfactory.

Good features

- The children make appropriate use of the various number resources, correctly recognising and counting 1 – 10. Their use of mathematical language is developing appropriately. They are able to complete a number of mathematical tasks such as colouring and correctly folding shapes with assistance.

Shortcomings

- Their problem solving skills and handling of mathematical equipment without assistance have not yet been sufficiently developed.

The children's knowledge and understanding of the world are satisfactory.

Good features

- Through appropriate activities, the children develop their observational skills under supervision and are able to create purposeful objects as required. They know about the seasonal cycle and are able to recognise differences between various materials.

Shortcomings

- The children's investigative skills have not been sufficiently developed.

The children's physical development is satisfactory.

Good features

- They use small items of equipment such as pencils, crayons and paintbrushes with increasing dexterity. They exhibit appropriate control of the body as they move in different ways during the dance lesson. They control the bicycles well and are physically energetic when playing on the yard.

Shortcomings

- The children do not develop the skills related to climbing, dragging and sliding at various levels.

The children's creative development is satisfactory.

Good features

- They enjoy moving to music and creating a simple dance. They use paint to create imaginary pictures and are able to correctly name the primary colours. They begin to experiment to see the effects of mixing colours when producing their paintings. They enjoy role-play experiences, emulating familiar characters such as Mam and Dad. They are able to sing simple songs correctly.

Shortcomings

- The children do not have sufficient confidence when producing their paintings independently.
- They lack the necessary confidence to create imaginary situations when engaged in role-play without adult instruction.

Welsh

Overall, the standards achieved by pupils are satisfactory. Oracy and writing standards are satisfactory in KS1 and are unsatisfactory in reading. In KS2, standards in oracy, reading and writing are satisfactory.

Good features

- Overall, pupils in KS1 listen well to stories and presentations. They respond appropriately to directions and can express themselves for a range of purposes with increasing accuracy. They can talk freely about their personal and curricular experiences, using Welsh vocabulary which continues to develop.

- Reading standards are unsatisfactory. There are individual examples of pupils reading at the expected level, but this does not reflect the standard achieved by the majority. Individual pupils come to use appropriate strategies when reading their personal work and from a set book.
- The pupils' writing skills develop satisfactorily and some progress is seen across the key stage. The range of different forms of writing produced by pupils is limited, but some are able to use a variety of appropriate sentences with guidance from their teacher. They spell a number of familiar words correctly. They show some understanding of grammatical elements, explaining the importance of the full stop and the capital letter and the meaning and use of an adjective.
- The handwriting of the majority of children across the school is tidy and legible.
- Pupils in KS2 listen very well and the speaking skills of the majority develop satisfactorily. They use Welsh regularly and are happy to respond to various stimuli. However, the majority of pupils do not have a sufficiently broad vocabulary range and this at times prevents them from expressing themselves clearly. Some individuals have a good quality spoken language and this helps to raise the standards achieved by the rest of the class.
- Overall, the reading standards of pupils across the key stage are satisfactory, although the range varies from unsatisfactory to good, with individuals reading confidently and with appropriate expression. Some pupils read short pieces aloud and with relative accuracy during the morning assemblies.
- Pupils produce a range of written work across the curriculum and to a satisfactory standard. During this key stage, they begin to produce a larger bulk of work in a variety of styles. They vary their sentences and use adjectives to improve their expression.
- The majority of pupils are able to spell familiar and unfamiliar words correctly across the key stage, using various strategies to assist them. They draft and re-draft their work, responding well to criticism or to written comments made by the teacher.

Shortcomings

- In KS1 and KS2, a significant proportion of pupils do not read with sufficient confidence and do not use intonation, voice or meaning to facilitate their expression.
- Only a small minority of pupils are able to explain what they have read and to read simple pieces aloud in KS1.
- Overall, the vocabulary of the majority of pupils across KS2 is limited.
- The majority of pupils in KS2 are not able to produce a sufficiently large amount of written work in a short period of time.

English

English is not taught formally in KS1. Pupils' standards in KS2 are generally satisfactory. Oracy standards are good, reading and writing standards are satisfactory.

Good features

- The majority of pupils listen very well and speak confidently, making pertinent contributions to discussions during the English lessons. The majority of the older pupils possess a fairly broad range of linguistic resources.
- Overall, standards of reading are satisfactory, with some individual pupils reading well and with appropriate expression. When discussing books, the majority are able to explain the content with some confidence. They respond positively to the support strategies that are used in class.
- The majority make satisfactory progress in their writing. They come to understand that it is possible to present information in various ways and become increasingly aware of language accuracy, responding well to the teacher's comments. They strive hard to present their work in a neat and tidy manner.

Shortcomings

- The reading skills of a number of pupils do not reach the expected standard.
- Their ability to write pieces of creative writing is limited, as is their ability to produce a reasonable volume of work in a set period of time.

Mathematics

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils have a developing understanding of place value. They read, write and arrange numbers up to 100. They correctly use addition and subtraction symbols.
- They begin to recognise the value of money, adding and subtracting simple amounts correctly when buying and selling fruit.
- They are able to read the time accurately to the hour and half hour.
- They correctly measure the height of their peers in centimetres.
- They are able to name and describe simple features of familiar two and three-dimensional shapes.
- They are confident when giving directions to a programmable toy.
- In KS2, their current and previous work shows that pupils are developing a satisfactory grasp of the four number rules. They use various strategies to assist them in their work and to come to understand new concepts.
- They have a developing understanding of decimals.
- They can round off numbers to the nearest 10, 100 and 1000 with relative accuracy.
- Pupils come to be able to discuss and re-arrange data correctly, discovering the mode and range with relative ease. It was seen that they have been collecting data on birthdays, height and shoe sizes, inputting it into a computerised database. They are able to search

and interpret the information, and to recognise various patterns. This work is developing well.

- With adult support, they come to use simple co-ordinates to determine location.

Shortcomings

- In KS1, pupils have not sufficiently developed the skills related to collecting and presenting data.
- In both key stages, pupils do not respond with sufficient speed to tasks related to mental mathematics.
- In KS2, pupils' work on shape and the measures has not been sufficiently developed.

Science

Standards are satisfactory in KS1 and in KS2.

Good features

- In KS1, by experimenting with chocolate, pupils' understanding of changes in materials develops appropriately. They are able to explain its state before and after being heated, using appropriate vocabulary.
- Under the guidance of their teacher, they come to understand that some materials are more suitable than others for particular purposes, such as a metal rather than a clay triangle as a musical instrument.
- They know about the seasonal cycle and that some animals hibernate throughout the winter.
- They have had the opportunity to question a health visitor about the needs of very young babies and they greatly enjoyed the experience of having a baby of a few weeks old at school.
- The work completed recently on finding the best place for a snowman to sit in school, by placing ice-lollies in various locations, was good. It was seen that pupils develop their understanding of fair testing and that they have come to clear findings that were correctly recorded.
- In KS2, pupils realise that the skeleton is a frame whose function it is to protect the body's organs. They can correctly name several of them.
- Their knowledge of circuits is developing. They come to be able to build simple circuits from diagrams given to them by their teacher.
- Pupils' knowledge of materials and their characteristics are developing satisfactorily. In this work they receive good opportunities to develop their predicting, measuring and controlling of variable skills. They use sensors to assist them to come to conclusions and to record their work.
- They have a developing understanding of the planets in the solar system.

Shortcomings

- In both key stages, pupils' investigative skills have not been sufficiently developed.
- In KS1, pupils are over-dependent on guidance as they explain and record their findings.

- Pupils in KS2 are over-dependent on frameworks to support their scientific work.
- They do not all have a firm grasp of the symbols related to circuits and they require too much support to enable them to discover the reasons why a circuit is not working.

Design and technology

Standards are good in both key stages.

Good features

- In KS1, pupils enjoy designing and making for a particular purpose, as in the case of the sunglasses for Ceridwen. They respond well to the story *Diffodd yr Haul* as a stimulus for their work. They are able to describe clearly the task they have been given and they use their knowledge of sunglasses to develop their ideas.
- They produce a variety of designs that are appropriate for the character Ceridwen and they know which materials are needed for the task of making them.
- Their previous work on creating frames was completed to a good standard. A variety of the finished articles were seen in a display of materials in the style of Laura Ashley, showing good cutting and gluing skills.
- In KS2, their recent work on designing and making vehicles that work with an axle and wheels to transport slate from Penrhyn quarry to the workshop to be split, is of a good standard and satisfied the requirements of the brief that was set.
- Pupils undertook a thorough piece of research work as a basis for developing a number of ideas that were refined before moving on to the production stage. Detailed designs and measurements were seen, together with a systematic record of the various stages of production.
- The finished articles are of a high standard, the evaluations are detailed and they include further ideas for improving their work.
- Pupils show a good awareness of issues relating to health and safety.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards are satisfactory in KS1 and in KS2.

Good features

- In KS1, pupils make satisfactory use of the computer as a word processor to present their written work, as in the case of their observations on the Spring, simple poetry and their independent writing about *Y Bobl Fach Wyrdd*.
- They make use of art programmes to produce colour pictures that are related to their studies of foods and in art.
- Modelling is developing satisfactorily and pupils receive opportunities to begin their pre-Logo work by using the Roamer.
- In KS2, pupils use information technology software to convey ideas and information in the form of text and pictures and to draft their work.

- Some pupils are able to load, store and retrieve their work effectively, developing an increasing independence in their use of hardware and software.
- They handle information effectively when inputting data they have collected on pupils in the class into a database programme and displaying the results in the form of a graph.
- They are able to use the internet to gather information and have begun sending simple e-mail messages to each other.
- The ability of groups of pupils in this key stage to use Power Point to make whole-class presentations is an element of their work that is developing well.

Shortcomings

- In both key stages, a number of pupils lack the necessary confidence when using computers and are forced to turn to adults for assistance before being able to make progress.
- There is little evidence of pupils in KS1 using graphing packages to present information.
- In KS2, Logo is an aspect of Modelling that is currently under-developed.

History

Standards are satisfactory in KS1 and in KS2.

Good features

- In KS1, pupils have a developing awareness of change over time. They know about some of the differences between a school as it was a century ago and as it is today.
- They know the names of some the well-known figures in the history of Wales, such as Saint David, as well as those from more recent times such as Laura Ashley.
- They become aware of life as it used to be lived from the perspective of a child working in the coalmines.
- They use phrases relating to the passage of time relatively accurately.
- In KS2, the pupils know some facts about Queen Victoria and they know about some of the famous Welsh men and women of the period.
- When looking at selections from directories of the period, they come to understand some of the changes that have taken place over time in people's occupations.
- Their current work on the Second World War is developing well. Pupils are able to talk confidently about some of the events and the background that led up to them.
- They are able to show empathy with the evacuees who had to leave their homes to come to live in Wales.

Shortcomings

- In both key stages, pupils' chronological awareness is under-developed.
- Pupils' skills of historical investigation have not developed sufficiently across the key stages.

- Some of the older pupils have difficulty in differentiating between facts and opinions about the past.

Geography

Standards of achievement are satisfactory in KS1 and in KS2.

Good features

- In KS1, pupils' awareness of direction is developing appropriately. They are able to provide fairly clear directions, using correct terminology.
- Through fieldwork, they know of some of the human and physical features of their locality.
- They are able to talk about some of the differences between their own village and Bethesda.
- They have begun to familiarise themselves with some of the skills related to mapping.
- In KS2, pupils have a firm grasp of some of the main features of the local area, including the use made of the land.
- They have a good awareness of what is near and of what is further afield.
- They are aware of some of the main rivers and mountains of Wales and are able to correctly locate them on a map.
- They have firm views on the advantages and disadvantages of living in a town. They use computers to assist them in their mapping work and to collect information about buildings in the city of Bangor.
- They understand that individuals have responsibilities for the environment and are aware of the importance of protecting their local woodland.

Shortcomings

- Pupils' geographical skills have not developed sufficiently across the key stages.
- Overall, pupils' grasp of terms related to geographical studies is limited.
- Pupils' work in KS2 on places does not display a sufficiently developed awareness of the contrasts between them.

Art

Standards are satisfactory in KS1 and are good in KS2.

Good features

- In KS1, pupils produce a range of two-dimensional paintings, using a variety of materials, equipment and processes.
- They have investigated various fabrics in relation to colour and pattern and they recognise work in the style of Laura Ashley.
- They can mix colours to effectively create a background for a finished picture.

- In KS2, pupils produce good quality pictures by using various equipment and techniques. They make effective use of charcoal to create line and texture when producing imitations of the work produced in the Victorian Period.
- The younger pupils in this key stage understand how to create a mosaic in imitation of the work of Peter Prendergast.
- The work of the majority of the pupils displays depth, feeling and movement, with most evaluating their work, using appropriate vocabulary.
- They use different styles for printing, such as for example, fruit to create a portrait, and also use computer software to create landscapes.
- They respond well to the work of various artists when creating various portraits and still life drawings.

Shortcomings

- Pupils in KS1 are not confident enough when producing their own independent work.
- The appreciational skills of a number of pupils are under-developed.
- There is little evidence of three-dimensional work across both key stages.

Music

Pupils' standards of achievement are good in both key stages.

Good features

- In KS1, pupils sing a variety of simple songs with enthusiasm and enjoyment. They give attention to sentences and the quality of the collective singing is melodic, particularly given that the age group comprises but a small number of pupils.
- They investigate the range of sounds that can be produced with percussion instruments, following simple patterns at varying pace and depth. They are happy to suggest good ideas to convey the atmosphere of the story *Un Noson Dywyll*.
- Pupils across both key stages sing a number of different songs, including a round tune, with discipline and accuracy. They listen to and appreciate different types of music and are aware of classical and modern musical artists within their locality.
- Younger pupils in KS2 make good use of the interactive whiteboard to assist them to maintain rhythm and when composing simple pieces to be recorded on paper.
- Pupils are able to compose a simple melody with a glockenspiel and can recognise the names of the relevant notes.
- They are able to perform their compositions as a group and a whole class and are happy to evaluate and refine their work.

Shortcomings

- Pupils in KS1 do not sufficiently evaluate and refine their work.

Physical education

Standards are satisfactory in KS1 and are good in KS2.

Good features

- In KS1, pupils are aware of safety and of the need to work in sufficient space. They dress appropriately and understand the reason for working in bare feet.
- They understand the effects of warm-up and energetic exercise on the body.
- They are able to perform a simple dance to suitable musical accompaniment and with guidance.
- In KS2, pupils are able to handle a bat and ball with increasing dexterity. They can control the ball both individually and in pairs.
- The majority understand games' rules and are able to co-operate and compete to refine their tennis skills.
- In gymnastics, they control their bodies effectively throughout the activity. They work together and move along the floor, the mat and the apparatus, displaying various levels and pace.
- They are able to create a sequence of movements, refining them according to requirements.
- Some individuals exhibit high quality skills and are a good example to others.

Shortcomings

- The skills of individual pupils in creating a sequence of dance movements without guidance are not sufficiently well developed amongst KS1 pupils.
- They do not refine and improve their own skills, independently or with guidance.
- There is a divergence in the skill levels displayed by pupils when handling items of small equipment in KS2.

Religious education

Standards are satisfactory in KS1 and are good in KS2.

Good features

- In KS1, pupils respond satisfactorily to discussions on kindness and care for each other.
- They are able to express their feelings, giving reasons for feeling happy or sad.
- They are able to recall some of the best-known stories about Jesus.
- They are aware of the role of the vicar and are familiar with the local church and its Christian features.

- In KS2, pupils show a profound awareness of the features of Christian life and are able to name a number of Welsh Saints.
- They are able to refer in a mature fashion to the Crucifixion and Christian rituals during the morning assemblies and other lessons.
- They begin to understand the importance and value of retreat and pilgrimage within the Christian and other faiths.
- Pupils show a good awareness of rituals associated with other religions, such as Islam and Judaism and they are able to compare some of the main features of the various beliefs.

Shortcomings

- Overall, KS1 pupils have little awareness of religious artefacts.
- A number of pupils' understanding of the significance of the issues and ideas they discuss, is superficial.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Following the inspection held in the summer term of 1998, the following were identified as being key issues for action:

- improve the quality of provision for the under-fives;
- continue to develop the school curriculum, refining it in the light of experience;
- raise teachers' expectations in relation to:
 - the quality of displaying work in KS1
 - the difference between the satisfactory and good standards in pupils' work as a means of further improving standards of achievement;
- develop a comprehensive system for monitoring the quality of provision, developing the role of curriculum leaders in this regard;
- strengthen the quality of the written reports to parents;
- ensure that the annual report of the governing body fulfils statutory requirements.

In general, the school has made unsatisfactory progress in addressing the key issues for action identified by the inspectors in their report in July 1998. Although the school has improved its provision of resources for the under-fives and there is adequate space available for them, classroom organisation is not consistently appropriate for their age and level of development. Good attention has been paid to the school's curriculum since the appointment of the headteacher in charge in September 2003. There is little evidence of action before this. The work of KS1 pupils is attractively displayed in an orderly and purposeful manner. Again, it is under the headteacher in charge that appropriate arrangements have been put in place for monitoring standards and the quality of provision. The latest written reports to parents

(Summer 2003) do not conform to requirements and there remain some shortcomings in the latest annual report of the governing body.

8.2 Key issues for action

There is a need to:

- continue with the efforts to raise pupils' standards of achievement;
- further develop the role of the governing body so that it may act in an increasingly proactive manner in terms of ensuring that the quality of provision and the standards achieved by pupils are high;
- improve the organisation and teaching for the under-fives so as to ensure that it is at all times appropriate for their age and level of development;
- determine a permanent model of management for the school that safeguards the good practice now in place and ensure that the funding arrangements are clear enough to be able to make informed decisions;
- build upon the self-critical culture that is being established, by continuing to refine procedures, extend the planning for development to include long-term priorities for the school and to develop the role of subject co-ordinators;
- ensure that all attendance registers, together with the whole-school data are kept and are available as and when required;
- ensure that reports to parents on their children's progress, the school prospectus, together with the annual report of the governing body, conform to requirements.

APPENDIX

A. Basic information about the school

Name of School	Ysgol Bodfeurig
School type	LEA maintained
Age-range of pupils	3-11 years
Address of school	Sling Tregarth Bangor Gwynedd.
Post-Code	LL57 4RH
Telephone Number	(01248) 600760
Headteacher	Mrs Meriel Parry (Headteacher in charge)
Date of appointment	September 2003
Chair of Governors / Appropriate Authority	Ms Lyn Ashton
Registered Inspector	Mr D M Cray
Dates of inspection	4-6 May 2004

B School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0.5	3	3	2	5	4	6	3	26.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0	2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	13:1
Pupil : adult (fte) ratio in nursery classes	:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	14
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	R	KS1	KS2	Whole school
1 Summer	-----	-----	-----	-----
2 Autumn	99.1%	99.2%	96.4%	98%
3 Spring	99.4%	94.9%	95.6%	96%

Percentage of pupils entitled to free school meals	20%
Number of pupils excluded during 12 months prior to inspection.	0

C. Results of National Curriculum assessments.

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 6					
Percentage of pupils at each level								
			D	W	1	2	3	4
WELSH	Teacher Assessment	School			50	50		
		National	1	1	11	64	23	
Llafaredd	Teacher Assessment	School			33	67		
		National	1	2	12	63	22	
Reading	Teacher Assessment	School		33	67			
		National	1	3	17	59	21	
Writing	Teacher Assessment	School		33	67			
		National	1	3	20	65	10	
MATHEMATICS	Teacher Assessment	School			33	67		
		National		2	11	63	24	
SCIENCE	Teacher Assessment	School			17	83		
		National		2	10	66	22	

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

In the school: 50% In Wales: 79%

D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.

W Working towards level 1

END OF KEY STAGE 2: 2003

National Curriculum Assessments KS 2 Results: 2003			Number of pupils in Y6: 7										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School			100								
		National					1	6	16	45	31		
	Test/Task	School		29					29	29	14		
		National		2	1	1			5	12	38	40	
Welsh	Teacher Assessment	School			100								
		National	1				1	1	4	18	51	25	
	Task/Test	School							57	33			
		National	1	1		2			3	15	50	28	
Mathematics	Teacher Assessment	School			100								
		National							4	19	46	30	
	Task/Test	School								43		43	
		National		2	1				4	18	42	33	
Science	Teacher Assessment	School			100								
		National							2	13	49	35	
	Task/Test	School								29	43	28	
		National		2						1	9	48	39

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:	----	In the school:	42.9%
In Wales:	70%	In Wales:	71%

- D Excepted or disappplied under Sections 364 or 365 of the Education Act 1996.
A Pupils who have failed to register a level due to absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for the tests because they are working outside the set levels of the tests.
W Pupils who are working towards level 1.

D. The evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- thirty lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- seventeen parents were present at the pre-inspection meeting and 19 (100%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D M Cray	RgI	1; 2; 3.1; 3.2; 5.1; 5.5; 6.1; 6.2; 8.1; 8.2	Mathematics; science; design and technology; information technology; history; geography.
Ms O Davies	Team	4.1; 5.2; 5.3; 5.4; 6.3;	The early years; Welsh; English; art; music; physical education; religious education.
Mr W Owen	Lay	4.2; 4.3; 5.6; 5.7	

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.

A SUMMARY FOR PARENTS ON THE INSPECTION OF YSGOL BODFEURIG

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Ysgol Bodfeurig was inspected as part of a national programme of school inspection. The purpose is to identify strengths and weaknesses 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 more information about their children's schools. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Bodfeurig took place between 4 – 6 May 2004. It was undertaken by an independent team of three inspectors, led by Mr Martin Cray. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Name of School	Ysgol Bodfeurig
School type	LEA maintained
Age-range of pupils	3-11 years
Address of school	Sling Tregarth Bangor Gwynedd.
Post-Code	LL57 4RH
Telephone Number	(01248) 600760
Headteacher	Mrs Meriel Parry (Headteacher in charge)
Date of appointment	September 2003
Chair of Governors / Appropriate Authority	Ms Lyn Ashton
Registered Inspector	Mr D M Cray
Dates of inspection	4-6 May 2004

Context

Ysgol Bodfeurig is located on a pleasant, elevated position on the outskirts of the villages of Mynydd Llandegai and Sling, near Bangor, with very pleasant views over the River Menai and Ynys Môn. The school is maintained by Gwynedd Local Education Authority (LEA) and serves the surrounding rural hinterland. Pre-inspection documentation suggests that the residential area from which the pupils come is neither prosperous nor economically disadvantaged and that it represents distinct privileged and

underprivileged groups. The school also considers that many of its pupils are less able but that only a few can be regarded as able.

The school has two classes and there are currently 27 pupils between 3 and 11 years of age on the register. They are admitted to school on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday.

Some 20% of pupils are entitled to receive free school meals – a figure that is a somewhat higher than county and national averages – and a total of 16 (59%) pupils have been placed on the school's register of special needs (SEN). Approximately a third of pupils come from homes where Welsh is the main spoken language. The school was last inspected during the summer term of 1998 and since then there have been staffing changes, with the last year being particularly unstable in terms of teaching arrangements and management of the school.

Because of the absence of the headteacher due to ill health during the summer term of 2003, a temporary headteacher was appointed, followed, in September 2003, by another headteacher, this time, a headteacher in charge who divides her time between Ysgol Bodfeurig and another school in the locality. Her deputy in that school has also transferred on a temporary basis to Bodfeurig as a classroom teacher, acting also as site manager in her absence.

The school has a statement of aims and objectives in its prospectus and the School Development Plan (SDP) produced as a temporary measure some months ago lists the following priorities:

- ethos of the school;
- raise standards in core and foundation subjects;
- school buildings;
- improve resources;
- establish an agreed assessment system;
- update schemes of work and school policies.

The school sets targets according to the requirements of the Welsh Assembly Government (WAG), but it is not appropriate to publish them in order to safeguard the confidentiality of the small number of pupils in question. However, they are discussed with a member of the LEA's advisory team.

The main findings of the report

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and Social Development	Satisfactory
Mathematical Development	Satisfactory

Knowledge and Understanding of the World	Satisfactory
Physical Development	Satisfactory
Creative Development	Satisfactory

- In Key Stage 1(KS1) and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

	KS1	KS2
Welsh	Satisfactory	Satisfactory
English	-----	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Good
Music	Good	Good
Physical education	Satisfactory	Good
Religious education	Satisfactory	Good

- In KS1 in 2003, according to teacher assessments, 50% of pupils attained Level 2 (L2) or above in the core subjects at the end of the key stage (Wales 79%; Gwynedd 79%). In 2002 the figure was 67% (Wales 80%; Gwynedd 79%) and in 2001 it was 86% (Wales 81%; Gwynedd 76%). In KS2 in 2003, 43% of pupils at the school attained L4 or above, as determined by task/test results in the core subjects (Wales 71%; Gwynedd 72%). In 2001 the figure was 50% (Wales 68%; Gwynedd 72%).
- In 2002 no assessment results were published so as to safeguard the small number of pupils who took part.
- Over recent years, in relation to comparator schools in Wales, the school's performance in KS1 and in KS2 has in the main been in the 25% lowest performing schools.
- In 2003 no data based on teacher assessments of pupils' attainments at the end of KS2 was presented.
- The under-fives make satisfactory progress in the application of their developing skills in early literacy, numeracy and information and communications technology (ICT) across the curriculum. Standards of literacy across the curriculum in KS1 and KS2 are generally satisfactory, but pupils' reading skills in KS1 are unsatisfactory. Pupils in both key stages make satisfactory use of their numeracy and ICT skills in a range of contexts across the curriculum.

- Pupils' spiritual, moral, social and cultural development is very good. The school has recently placed considerable emphasis on developing this aspect of its work and has had particular success in creating an ethos of which it can be genuinely proud.
- Behaviour and attitudes are good. New policies and procedures have recently been introduced throughout the school, and their impact can be seen in the homely and disciplined atmosphere that exists. Pupils' natural curiosity is now being harnessed in a very positive fashion.
- Pupils' levels of attendance are very good. However, registers for the year 2002-03 were not available for checking by the inspectors and neither was the school in a position to provide whole-school attendance figures for the summer term of 2003. On the basis of discussions held, it can be adjudged that the school did not fulfil statutory requirements in relation to the registers for all classes for a period leading up to September 2003.
- The quality of teaching is very good in 15% of lessons observed by inspectors, it is good in 37%; satisfactory in 37% and unsatisfactory in 11%. Stimulating teaching was regularly seen in the KS2 pupils' class. In the under-fives and KS1 class, class organisation and teaching are not always appropriate for the age range in question.
- The quality of assessment, recording and reporting is satisfactory. The reports presented to parents in the summer of 2003 do not conform to requirements. The school is aware of this and has already arranged to correct the shortcomings. The school provides a broad and balanced curriculum that is in general of good quality. New policies and schemes of work have been put in place since September 2003 for all NC subjects and religious education. Since this time, pupils have experienced appropriate continuity and progression in their education, with due attention being paid to the Programmes of Study. The provision now in place for pupils with SEN is good and they make satisfactory progress.
- The partnerships with parents and community, schools and other institutions are generally good. Clear evidence of parents' interest in the school was the fact that almost all families were represented at the pre-inspection meeting and the questionnaires that were returned. Numerous references were made to their satisfaction with the provision currently being made for their children and they are clearly eager to work with and support the school. Over the last two terms, a close partnership has developed with nearby Ysgol Tregarth. The latter has been generously supportive of Ysgol Bodfeurig and both schools now organise several joint activities, thus offering the many advantages that accrue from teachers working together and pupils integrating with each other. The support of the LEA and its officers has been particularly good during a difficult period for the school, and this is greatly appreciated by the governing body.
- The quality of self-evaluation and planning for improvement at the school is satisfactory. The headteacher in charge conducted a detailed analysis of the school's strengths and weaknesses early in the autumn term of 2003 and immediate action was taken on a number of key issues, such as improving the ethos of the school as a

basis for raising standards. The SDP, which was produced as an interim document, contains a large number of detailed action plans for improvement and the school has succeeded remarkably in adhering to a particularly challenging timescale. Because of the uncertainty in relation to the management of the school beyond the immediate present, no long-term priorities have been included in the SDP. It would be appropriate to do so as soon as possible. Currently, the school has no subject co-ordinators as such and this is a role to be developed when the school's organisation is placed on a more permanent footing than is currently the case. The school has embarked upon the process of monitoring the quality of teaching.

- The quality of leadership at the school is good. The headteacher in charge provides very sound leadership and a clear sense of purpose and direction for the work. The governing body meets regularly and displays considerable commitment to the school. The recent period has been a matter of great concern to them and they are eager to see the school succeed. They work well with the headteacher who ensures that they have a clear awareness of the relevant issues. This gives them a good opportunity to develop their role and to act increasingly as a critical friend. Currently, the budgetary situation is not clear due to the temporary and urgent decisions that had to be made in relation to staffing. This is understandable, but it is appropriate that this matter is resolved as soon as practicable. From the evidence to hand, the school has not provided good value for money during the period leading up to September 2003. The school conforms to requirements in relation to teaching time but neither the prospectus distributed to parents nor the annual report of the governing body to parents fulfils all requirements. Under the leadership of the headteacher in charge, the school provides pupils with an education that clearly and increasingly improves the standards they achieve. The current management arrangements are of a temporary nature and it is therefore important that the appropriate authorities decide soon on a model of management that enables the school to maintain the momentum and good practice currently being applied.
- In general, the school has made unsatisfactory progress in addressing the key issues for action identified by the inspectors in their report in July 1998.

Key issues for action.

There is a need to:

- continue with the efforts to raise pupils' standards of achievement;
- further develop the role of the governing body so that it may act in an increasingly proactive manner in terms of ensuring that the quality of provision and the standards achieved by pupils are high;
- improve the organisation and teaching for the under-fives so as to ensure that it is at all times appropriate for their age and level of development;
- determine a permanent model of management for the school that safeguards the good practice now in place and ensure that the funding arrangements are clear enough to be able to make informed decisions;

- build upon the self-critical culture that is being established, by continuing to refine procedures, extend the planning for development to include long-term priorities for the school and to develop the role of subject co-ordinators;
- ensure that all attendance registers, together with the whole-school data are kept and are available as and when required;
- ensure that reports to parents on their children's progress, the school prospectus, together with the annual report of the governing body, conform to requirements.

The governing body is responsible for drawing up an action plan within 40 working days (or 45 working days where a translation is necessary) of receiving the report, showing what the school is going to do about the issues. This action plan, or a summary of it, will be circulated to all parents at the school.

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.