

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

***BODNANT JUNIOR SCHOOL  
NANT HALL ROAD  
PRESTATYN  
DENBIGHSHIRE***

***School Number: 663-2079***

***Date of Inspection: 1-4 October 2001***

***by***

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***Registered Inspector***

***Date: 19 November 2001***

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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:

	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

Bodnant School is situated in the town of Prestatyn. There are 318 pupils on roll between the ages of seven and eleven. The majority of pupils have previously attended Bodnant Infants School, which is situated about a mile away.

The school maintains that the proportion of pupils who come from relatively prosperous homes has declined in recent years and represents about 25 per cent of the school roll. The majority of pupils come from backgrounds which the school describes as neither prosperous nor economically disadvantaged and 22 per cent are eligible for free school meals. Twenty one per cent of pupils are identified as having special educational needs (SEN). None of the pupils come from Welsh speaking homes but Welsh is taught to all pupils as a second language.

Recently, an extension to provide for three classes has been built and the school has dispensed with mobile classrooms. In September the school experienced a significant turnover of staff due to promotion, retirement and maternity leave. Out of a total of 12 teachers, seven joined the school four weeks before the inspection. The immediate priorities of the headteacher and the governing body are the successful induction of newly appointed teachers and the setting up of a new computer suite to improve standards in information technology.

## 2. MAIN FINDINGS

### The main findings of the report

- The standards achieved by pupils in their schoolwork in all National Curriculum (NC) subjects and religious education are as follows:

<b>Subjects</b>	<b>Standards</b>
English	Satisfactory
Mathematics	Satisfactory
Science	Good
Welsh as a second language	Satisfactory
Design and technology	Poor
Information technology	Unsatisfactory
History	Satisfactory
Geography	Satisfactory
Art	Satisfactory
Music	Unsatisfactory
Physical education	Satisfactory
Religious education	Good

- Standards are similar to those reported in the previous school inspection in 1997. The most significant improvement is in science, where standards are now good. In music,

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information technology and design and technology there has been a decline in standards.

- In English, standards are satisfactory. Pupils speaking and listening skills develop well. Most pupils listen attentively in lessons and respond appropriately in class discussions. The majority of pupils make satisfactory progress in writing; more able pupils produce purposeful writing and pay close attention to spelling and punctuation. A minority of pupils, in all classes, take too long to organise their ideas and find it arduous to write for a sustained period. Standards of handwriting throughout the school are variable; a significant number of older pupils resort to print rather than joined up script. The majority of pupils are enthusiastic readers and enjoy books. The range of reading of a significant number of pupils is limited.
- Standards are satisfactory in mathematics. A small number of more able pupils progress well and reach a good standard in mental mathematics. In science, pupils make good progress, particularly in experimental and investigative work, and achieve a good standard overall.
- In the NC assessments, the number of pupils achieving at least level 4 in English and mathematics is broadly similar to the national average. In last year's tests, 79 per cent of pupils achieved level 4 and above in English, in mathematics the figure was 71 per cent. In science there was a significant improvement with 93 per cent of pupils achieving at least a level 4. The number of pupils who gained a level 5, which is a very good result, was 25 per cent in English, similar to the national average; 16 per cent in mathematics, which is below the national figure, and 38 per cent in science, which is significantly above the national average. Sixty three per cent of pupils achieved at least level 4 in English, mathematics and science in combination, which is in line with the national average.
- Standards in information technology are unsatisfactory, due mainly to the unreliable equipment. In music, standards are unsatisfactory - most teachers lack sufficient knowledge and experience to teach the subject well. In design and technology, standards are poor, the amount of time devoted to the subject is insufficient and teachers lack sound subject knowledge. In Welsh as a second language, history, geography, art and physical education, standards are satisfactory, in religious education they are good.
- The school makes good provision for pupils who have SEN; they make good progress in literacy and numeracy in relation to their previous learning. The setting of pupils in Years (Y) Y3 and Y4 supports them well and the level of guidance provided by the special needs support teacher is good.
- Standards across the curriculum in the key skills of speaking and listening and reading are satisfactory; in writing and numeracy they are unsatisfactory. History, science and religious education are being used to develop literacy skills but in numeracy and information technology insufficient opportunities are identified within other subjects for promoting key skills.
- At the time of the inspection, seven out of 11 full-time staff had joined the school, less than four weeks prior to the inspection. There is a noticeable commitment in the teaching staff to improving standards and a sense of teamwork developing. There is a discrepancy between standards of teaching, which are good overall (teaching was good or better in 62 per cent of the lessons seen and satisfactory in almost all the remaining lessons), and the standards achieved by pupils, which are satisfactory.

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Pupils are responding well to their new teachers, but insufficient time has elapsed in order to produce a significant upturn in standards.

- The standard of management is satisfactory overall but there are shortcomings. The school has not addressed some of the key issues identified in the last inspection. Schemes of work in many of the foundation subjects still do not adequately support teachers in their lesson planning; whole-school curriculum planning remains unsatisfactory; the monitoring of teaching has not been undertaken until quite recently. Finally, whilst procedures for the evaluation of standards in the core subjects are satisfactory, the monitoring of standards in the foundation subjects, and the method for communicating the information to the governing body, have lacked a sense of purpose.
- The governing body, in terms of the information at its disposal, has managed the finances of the school well. It has also worked diligently in recruiting teachers to improve the overall subject expertise in the school. The headteacher, with the support of the staff, has established a strong school ethos in terms of the spiritual, moral, social and cultural development of pupils. Pupils feel secure, happy and well supported. With the exception of a small minority of boys, they behave well and generally have a positive attitude to their work. The school is a caring community underpinned by Christian values; it effectively fosters the personal and social education of pupils. Satisfactory child protection procedures are in place and health and safety issues are managed appropriately. The level of pupil attendance is good and is consistently above 90 per cent.
- The school works hard to provide equal opportunities for all pupils and to include and support a number of pupils who have the potential to be quite disruptive. School life for many pupils is also enhanced through good links with the community, an after school and holiday club and a wide variety of extra-curricular activities and sporting activities.
- The school has established good links with parents. Only a small number of parents attended the parents' evening and replied to the questionnaire that was sent out prior to the inspection. They had a positive view of the school and expressed the opinion that teachers were very supportive and approachable and that the headteacher was a key figure in providing an open, friendly and welcoming school for pupils and parents.
- The school's partnership with industry is satisfactory overall, useful relationships have been established with the local training and enterprise council (TEC).
- The staffing provision in the school is good and teachers are committed and work hard to provide a stimulating classroom environment but the school accommodation is unsatisfactory overall - despite the newly constructed extension. Some classrooms are thoroughfares, others, despite the removal of partitions, are awkwardly set out, with pupils having to sit in rows due to lack of space which has an adverse effect on group activities.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Standards in most subjects are satisfactory.

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- Most pupils enter school having achieved satisfactory standards at Key Stage (KS) 1. In English, most pupils make steady progress in reading and writing and reach a satisfactory standard overall. However, the range of reading experiences of a significant number of pupils is limited, the pace of writing of a significant minority of pupils is slow and standards of handwriting across the school are variable. A small number of pupils achieve a good standard of writing and are confident and articulate when discussing their work.
  - In mathematics, standards are satisfactory. The majority of pupils make steady progress and a significant minority of older more able pupils achieve a good standard of mental agility. A significant number of younger pupils lack skills for independent investigations and have a limited set of strategies for solving problems.
  - In science, standards are good. The promotion of investigative work has increased pupils' enthusiasm, and enhanced their progress.
  - In the 2001 NC Standard Assessment Tests (SATs), Y6 pupils reached standards in the core subjects of English and mathematics which are broadly similar to what pupils achieve nationally. In English, 79 per cent of pupils achieved a level 4 (the expected level of achievement for most pupils). In mathematics, 71 per cent achieved this and in science, 93 per cent achieved level 4 or better. When these results are compared to other schools which are similar in terms of their social composition, they are slightly higher in English, broadly the same in mathematics and significantly above the results that similar schools achieve in science.
  - In religious education, standards are good throughout the school. Pupils have a good understanding of the moral messages in Christianity and demonstrate a positive attitude to other faiths. In Welsh as a second language, history, geography, art and physical education, standards are satisfactory overall.
  - Standards in music and information technology are unsatisfactory. In design and technology standards are poor; insufficient time is allocated to this subject and pupils do not have opportunities to make steady progress in the development of skills.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

The standards achieved across the curriculum are satisfactory in speaking, listening and reading, but unsatisfactory in writing, numeracy, and in the use of information technology.

- The quality of listening improves as pupils progress through school and by Y6 pupils often sustain good levels of listening for long periods, for example, when studying similes and metaphors or when discussing story writing techniques. Even in lessons which require more self-discipline and attentiveness, for example, on the sports pitch, pupils listen carefully and make good progress. A small minority of pupils find it difficult to sustain a satisfactory level of listening.
- Most pupils speak clearly in a range of contexts and use scientific and mathematical vocabulary accurately. There is a significant minority, however, who feel uneasy about talking in a more formal situation, for example, when sharing their work with the whole class. The majority of pupils enjoy reading both for pleasure and in order to obtain information. A small number of more able pupils read with good expression and have a very good recall of the texts they have read.
- The development of writing skills across the curriculum is unsatisfactory overall. History and science are used effectively to provide a context for story writing and

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factual report writing, but other subjects contribute far less effectively to the development of writing skills. The skills which pupils acquire in numeracy lessons are not sufficiently developed in other subjects. Science is the exception, with pupils measuring scales and constructing graphs, but very little is done, for example, in geography, design technology, or history to extend and reinforce numeracy skills. The development of information technology skills across the curriculum is unsatisfactory. Pupils' skills in using equipment to investigate problems and research for information across a variety of subjects are underdeveloped.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

The school's provision for promoting pupils' spiritual, moral, social and cultural development is good and reflects the positive and caring ethos of the school. Pupils' response to the provision is good. The school meets its statutory obligations of providing a daily act of worship, by means of a whole-school assembly or class service.

- Clear moral and social values are expressed through all aspects of school life. The curriculum and day-to-day life of the school provide the pupils with regular opportunities to gain knowledge and insight into values and beliefs. Pupils discuss their own and other people's beliefs and consider how they affect the daily life of individuals.
- The curriculum, through subjects such as art and religious education, enables pupils to increasingly understand and respect the diversity of beliefs, attitudes, and cultural traditions.
- Pupils are given opportunities to take responsibility and respond very well, showing maturity and initiative. The school makes regular contributions to a range of charities and has adopted two children in third world countries. Reports on the progress of these children are shared with pupils during assembly times.
- Relationships in the school are very good and are characterised by mutual respect, with the exception of a tiny minority of boys, who display anti-social behaviour. Pupils co-operate well in work and play. They are courteous, confident and they treat each other and the environment with respect. Adults in the school provide good role models.
- Collective worship makes a very good contribution to pupils' spiritual, moral, social and cultural developments and provides a strong sense of involvement in the school community. Opportunities are provided for reflection and prayers in assemblies.
- Pupils' response to the opportunities provided for the development of awareness and knowledge of their cultural heritage, and that of others, across the range of subjects and activities is good. Pupils also recognise the importance of racial equality.
- The provision for extra-curriculum activities, which includes after school clubs and sporting activities is good and has a beneficial affect on pupils' standard of achievement.

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## 4.2 Behaviour and Attitudes

Overall, standards of behaviour and attitudes are good throughout the school.

- The school has a clear policy on behaviour and anti-bullying and the parents support all areas of school discipline through the Home School Agreement. No evidence was seen of bullying. Whilst it is clear from records that there are occasional incidents of oppressive behaviour, pupils show no concerns about it and have a clear idea of the action to take should they observe or be subjected to it.
- Pupils listen attentively to their teachers and display a positive attitude to work at all times. With the exception of a few pupils with known behavioural problems they maintain good concentration throughout lessons, and work constructively with each other in small groups and in pairs.
- Teachers, in most cases, use a successful range of strategies to promote good behaviour. Any instance of misbehaviour is quickly checked to ensure that learning is not adversely affected. Strong emphasis is placed on praise and encouragement.
- Pupils move about the building in a calm and considerate manner, always willing to hold doors open or let adults go first. During break times boys and girls are at ease with each other and play harmoniously together and lunchtimes are friendly, social, and often noisy occasions.

## 4.3 Attendance

The level of pupil attendance is good and is consistently above 90 per cent and shows no change since the last inspection. Unauthorised absence is minimal and there are no recorded exclusions.

- The school complies with the statutory requirements for registration procedures for the recording of class attendance. Class records are not being collated on a regular basis to ensure that whole-school data is available to monitor absence trends.
- Parents inform the school at the earliest opportunity if a child is to be absent from school and the reason is recorded. Follow up action is taken when absences are not properly explained or are giving cause for concern.
- Procedures are established for dealing with situations of lengthy absence without notification and also pupils returning to lessons after long periods away from school. The school ensures that these disruptions have the minimum possible effect on the child's education.
- The school's policy for attendance is clearly explained in a written document which has been agreed by the governors and includes the strategy to achieve success. Parents have a sound knowledge of its requirements and most have been very supportive in ensuring that its objectives are met.
- Punctuality at the start of the school day is satisfactory although a number of pupils arrive after the school start time. The headteacher is often seen outside the school gates to meet and greet pupils and parents to encourage improved punctuality and overall attendance. Arrival for individual lessons is good during the day. This maximises teaching time and has a positive impact on the quality of learning.

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## 5. QUALITY OF EDUCATION

### 5.1 Teaching

Teaching quality was good in 62 per cent of the lessons seen and very good in four per cent. Of the remaining lessons 32 per cent were satisfactory and two per cent unsatisfactory. The quality of teaching is uneven across subjects.

- English, mathematics and science are taught effectively. Teachers' planning in these subjects is based on suitably structured schemes of work. Teachers follow key elements of the literacy hour and pupils' writing, comprehension and spelling skills are developed systematically. In mathematics, lesson planning is good and pupils engage in purposeful activities which they find interesting. The attention which teachers give to investigative work in science is promoting systematic and accurate observation.
- The quality of teaching in the foundation subjects is more variable. In lessons where it is satisfactory rather than good, it is usually a result of teachers' insecure subject knowledge and inadequately structured schemes of work. This is the case with music, design technology, aspects of physical education and information technology where the difficulty is compounded by poor resources.
- Teachers' planning to develop the key skills of literacy, numeracy and information technology across the curriculum is unsatisfactory. Although speaking and listening and reading skills are promoted effectively across the curriculum and some good use is made of history and religious education to provide a context for story writing, this aspect of teachers' planning is underdeveloped.
- Teachers are aware of the wide range of ability in their classes and prepare work which is well matched to pupils' prior attainment. Overall, they provide effective support for pupils with SEN. The setting of classes for core subjects of English and mathematics helps teachers to meet the needs of pupils more effectively. In a small minority of lessons, however, it is not always apparent that pupils needs are being fully met especially at the top end of the ability range.
- Teachers manage their classes well, they set high expectations for achievement. Class discipline is generally good and teachers use a good range of techniques including teacher led lessons, group and paired work. Teachers have positive relationships with pupils. They set high standards for behaviour and pupils respond well, but in some classes the behaviour of a small minority of boys presents difficulties for some teachers.
- The learning support assistants effectively assist the work of teachers with their one to one support for pupils who have learning difficulties.
- The teachers who have recently joined the school have settled well and the attention they are giving to lesson planning is having a positive impact on pupils' progress.

### 5.2 Assessment, Recording and Reporting

Arrangements and procedures for assessing, recording and reporting are satisfactory.

- The school has developed a policy, which provides clear guidance to teachers. Teachers regularly assess work in the core subjects of English, mathematics and science each term.

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- End of year assessment of standards in the foundation subjects of history, geography and religious education is recorded. These are kept in the pupils' individual files together with the core subjects and self-assessment sheets by the pupils. There are no portfolios for core or foundation subjects to assist teachers in levelling pupils' work.
  - In monitoring standards in the core subjects, the school has undertaken an analysis of assessment tests to identify pupils in need of support and has set targets for improvement.
  - The guidelines for marking are not applied consistently throughout the school. The marking of work is variable in its quality and usefulness to pupils.
  - Parent consultations take place termly and written reports are issued during the summer term. These give a clear picture of pupils' achievement and progress during the year but do not always offer a suitable guide to future action.
  - Assessment of pupils with SEN is good and procedures for recording their progress is in line with the Code of Practice.

### 5.3 Curriculum

The curriculum is broad but important aspects of the NC programmes of study receive insufficient attention. The school provides religious education in accordance with the agreed syllabus and effectively promotes the spiritual development of pupils.

- Inadequate coverage of the NC programmes of study is due to the variable quality of schemes of work in the foundation subjects, a shortage of subject expertise within the teaching staff, and unsatisfactory arrangements for whole-school curriculum planning.
- Where schemes of work are structured to match the requirements of the NC, for example, in the core subjects, and more recently geography, they help teachers to plan lessons which effectively build on what has been taught earlier and enable pupils to make continuous progress within and between year groups. However, in design and technology, information technology and physical education, schemes of work do not adequately support teachers in planning lessons which systematically develop skills and understanding.
- Although the school has a sound commercial scheme of work in place for the teaching of music, teachers' limited skills and confidence in this subject prevent them from planning effectively within the scheme which results in restricted access to the music curriculum and unsatisfactory experiences for the pupils. Because the task of making sure that the whole curriculum is planned to enable pupils to make good progress across year groups has lacked a strong sense of direction, shortcomings in the school's efforts to provide a broad and balanced curriculum have persisted since the last inspection.
- Teachers identify some opportunities for the teaching of the key skills of literacy, numeracy and information technology across the curriculum but this aspect of their work is not well rooted in whole-school curriculum planning.
- The school works hard to ensure that all pupils have equal access to the curriculum. The setting of pupils by ability for English and mathematics in Y3 and Y4 is helping to improve pupils' access to the curriculum, particularly those with SEN as it allows teachers to target pupils' needs more specifically. There are a small number of pupils who have behaviour problems, their access to the curriculum is significantly enhanced by the learning support assistants.

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- The school has made satisfactory provision for the Welsh dimension of the curriculum to be covered. Regular homework is set in language and mathematics which effectively supports work undertaken in class. Pupils benefit from a broad range of sporting and extra-curricular activities, including a residential period which enhances their personal and social skills as well as effectively contributing to physical education and aspects of geography.
  - The school's links with the business community bring additional revenue into the school but could be further developed to enrich the curriculum. Sex education is provided in line with the school's policy and the school takes account of the guidance from ACCAC (Qualifications Curriculum and Assessment Authority for Wales) on personal and social education.

#### **5.4 Support, Guidance and Pupils' Welfare**

Overall the support and guidance provided for pupils are good.

- The head teacher knows the pupils well, and the staff provide a safe and friendly environment in which pupils feel confident to ask for support and guidance on any issue. The staff use appropriate measures to rid the school of aggressive behaviour, including bullying. Behaviour within the school reflects the calm and caring atmosphere created by staff. A small minority of pupils tries to spoil this picture but staff have the situation well under control. Arrangements for the supervision of pupils during breaks and lunchtime are such that immediate support is available when required. The school also provides a calming zone for pupils who display lack of self-control. A member of staff supervises this zone, providing opportunities for pupils to reflect on their actions and behaviour.
- The views of the large majority of parents and children indicate that pupils enjoy their time at school. There are effective induction arrangements for children entering the school and arrangements are made for less confident pupils to have "school buddies" to help them settle.
- Relevant child protection procedures are followed and statutory requirements are met. Health and safety policies are in place and staff are familiar with procedures. Pupils are informed when pupils are ill or injured. Nominated first aiders care for pupils who are injured and the staff show concern and provide comfort when children are ill or sad.
- Personal and social education is provided across the curriculum, but there is as yet no documented whole-school programme. Good use is made of outside agency specialists to support a range of personal and social education and child protection issues.
- Praise is given to pupils at all levels, but comments of the teachers when marking the books are not consistent throughout the school, regarding what pupils need to do to improve the standard of their work.

#### **5.5 Provision for Pupils with SEN**

Provision for pupils with SEN is good. A total of 77 pupils are identified as having SEN including six pupils who are statemented. The Code of Practice register is well organised and kept up to date.

- There is a designated SEN co-ordinator (SENCO), a part-time SEN teacher and four classroom assistants. There is good liaison between the SENCO and teaching and

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support staff. The school's policy for managing pupils with SEN is sound and meets the requirements of the Code of Practice. Pupils with statements receive effective in-school support. There are thorough procedures in place for the annual review of statements. Individual Education Plans are of good quality overall. Appropriate targets are set which are regularly reviewed with parents and school staff.

- A part-time SEN teacher provides support to pupils who are withdrawn from classes. This support is effective and pupils in their year groups make good progress. Here, appropriate use is made of information technology to support pupils' learning. Class teachers are regularly informed of pupil progress.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

A good partnership has been established with parents, the local community, and other institutions. The school keeps parents well informed and sends out regular newsletters dealing with a variety of matters, including curriculum issues and forthcoming events. Parents also receive periodic reports summarising progress on aims and objectives. A comprehensive annual report is produced by the governing body and includes a summary of all their meetings. Due account is taken of statutory requirements.

- Good working relationships exist with a small number of parents, who provide regular help in the classroom and assist with other activities. Support given to readers has had a positive effect on the standards in literacy. Certain difficulties, however, have been experienced in involving parents on a wider basis, many of whom have failed to respond to the approaches made by the school. The headteacher is making strenuous efforts to improve the situation.
- The school has a joint Parent Teacher Association with the infant's school. Various social events have been held including summer fairs, car boot sales and a talent night, which was particularly well supported by parents and friends. Funds raised have been used to buy books for the school library and dictionaries. These are inscribed and are presented to Y6 pupils on leaving the school.
- The school has good links with the local community and the church. Regular visits by the community policeman and representatives of the fire service ensure that pupils are made aware of current issues. Pupils are encouraged to participate in community projects and to develop a personal awareness of the benefits received from such links.
- Liaison arrangements with the receiving high school are very good. An established system is used effectively between the two schools, ensuring that the transfer of pupils is smooth and efficiently handled by the link co-ordinators responsible for the transition.
- Parents who responded to the questionnaire and those interviewed before and during the inspection, voiced strong support for the school and expressed appreciation of the efforts of the headteacher and staff. Most parents stated that they found the staff to be friendly and approachable and welcomed the school's open house policy.

## **5.7 Partnership with Industry**

Partnership with industry is satisfactory overall, although this aspect is still at the development stage and a policy document defining the school's strategy has yet to be written.

- Links have been established with a power station, banking organisation and a building company. These have already produced financial resources and technical support for the school. The school is currently monitoring the effectiveness of these associations.
- One member of the teaching staff has visited a local power company in an effort to develop industrial understanding. The information gained will be used to teach pupils.
- Relationships are established with the local TEC. The TEC have been supportive and provided funds for technology and science. Greater contact is being sought with the Education Business Partnership.
- Links with Bangor University are very good and the school has benefited from some quality student placements.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

Quality of self-evaluation and planning for improvement is unsatisfactory overall. Insufficient attention has been given to making progress in areas which were identified as in need of improvement in the previous inspection. In addition, there has been little purposeful evaluation of standards in foundation subjects, and no systematic monitoring of teaching to identify where it needs to be improved.

- The governing body has an overview of where improvements need to be made, for example, in information technology and design technology, however, there is very little analysis of teaching and learning within the school which results in the lack of a secure basis from which to plan for the improvement of standards.
- The school has satisfactory procedures for the evaluation of standards in English, mathematics and science. The outcomes of statutory and non-statutory tests are analysed and acted upon. For example, standards in English are steadily improving through the introduction of elements of the literacy hour, the purchase of new resources to enhance reading, the targeting of library skills, and a more effective whole-school approach to the teaching of spelling. Improvements have also been made in the teaching of mental mathematics and investigative work in science.

### **6.2 Leadership and Efficiency**

The leadership of the school is satisfactory overall and engenders a strong supportive ethos where all pupils feel valued and secure. The governing body is supportive of the school and conducts its role in terms of the careful financial management of the school with diligence.

- At the time of the inspection, seven out of the 11 full-time staff had joined the school less than four weeks prior to the inspection. There is a noticeable commitment in the teaching staff to improving standards and a sense of teamwork developing, with teachers in each of the three year groups co-operating effectively to provide good learning experiences where they are supported by sound schemes of work. The headteacher has undertaken team-building exercises with new members of staff and is presently working alongside teachers in order to identify strengths and eventually allocate or confirm areas of responsibility.
- There are shortcomings, however, that need to be addressed by the governing body, headteacher and staff in order to improve pupils' progress. The school acknowledges that it has not managed to establish effective procedures for whole-school curriculum

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planning. The turnover of staff has certainly hindered this. Job descriptions which are not sufficiently specific, combined with unclear lines of accountability between subject leaders and the senior management have added to the unsatisfactory progress in addressing key issues from the last inspection. In turn, this has resulted in little effective monitoring of standards in foundation subjects, and school planning which is not based on a clear enough evaluation of what needs to be done to raise standards across the curriculum.

- The governing body, in so far as it has understood the specific needs of the school, has been very supportive. Careful thought has been given to the appointment of new staff so as to ensure that the subject specialisms of the staff are balanced and support all aspects of the curriculum. Robust discussions have taken place as to how to secure good value for money when making major budgetary decisions. The financial resources of the school are well managed overall and are used to support priorities identified in the school development plan (SDP).
- The resources available to the school are satisfactory, but they are not always used effectively to raise standards. Classrooms are reasonably equipped and there are no major shortages of books. The failure of the school computer system is being addressed and a new computer suite is due to open in the spring term.
- The school provides a good level of support for pupils with SEN and works hard to provide access to the curriculum for pupils who are reluctant learners and who would be marginalized in a less supportive ethos.
- The routine administration of the school is good. The school notes Welsh Assembly Guidelines and generally complies with statutory requirements. Overall, there is an increasing optimism throughout the school in terms of securing improvements and raising standards.

### **6.3 Staffing, Accommodation and Learning Resources**

The staffing provision is good, but the school accommodation is unsatisfactory. The provision of curriculum resources is satisfactory, but they are not always effectively used to raise standards.

- The school employs a good number of experienced staff with suitable qualifications. Careful consideration is given to the needs of the school when recruiting new staff as they are appropriately deployed and have a range of curricular responsibility. The school at the time of the inspection had not appointed a member of staff with the necessary experience to take upon themselves the responsibility for music and design and technology, and this does have an adverse affect on the development of standards in these two areas.
- Valuable support is provided for pupils with SEN by teachers and class support assistants, despite the fact that many are newly appointed.
- Staff are committed and work hard to provide a good classroom environment. Pupils are grouped according to their ability in core subjects and are well supported within the classroom.
- The school is in need of some maintenance, especially the exterior woodwork and boards. Despite the fact that careful consideration is given to the space needed for children within the classrooms, with evidence of many partitions having been removed, the adequacy of accommodation for the number of pupils on roll continues

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to be unsatisfactory. Some classrooms are thoroughfares, and while staff and pupils are to be congratulated for the way they cope with this situation, it is far from acceptable.

- Classrooms are awkwardly set out, with some pupils having to sit in rows due to lack of space. This has an adverse impact on group activities and makes the effective use of space very difficult. Within classrooms there are small annexes which need to be more effectively used for easy access to resources and as areas of independent working and learning. All rooms are kept tidily and clean and the school's standards of hygiene are good.
- The amount and quality of learning resources are satisfactory. They are not always stored efficiently to ensure easy access and are not always effectively used, such as in design technology.
- The extensive school grounds, including a small garden and patio area with pond, are well used to support the curriculum and extra curricular activities, such as an after school club. The fencing around the school field is damaged in one section. This is an ongoing problem due to vandalism. However, the school is constantly repairing this fence.
- The central library consists of a variety of reading books, including reference books and a catalogue system is in place to facilitate the task of searching for information and to make an audit of books and their location in and out of the library.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **English**

Standards are satisfactory.

#### **Good features**

- The majority of pupils sustain good levels of listening. During the introduction to lessons they are attentive and take an interest in the topic being discussed.
- Most pupils are able to speak clearly and confidently about their work. Pupils enjoy talking about poetry and older pupils are beginning to accurately identify and comment on poetic techniques such as the effectiveness of metaphors and similes in poetry.
- Most pupils enjoy reading and they are regular users of the school library. They recognise the importance of reading, can talk informatively about books they have read and they know how to use reference books.
- Pupils write satisfactorily for a wide range of purposes including letters, stories, book reviews and factual reports in science. The older pupils are beginning to plan their writing effectively and to modify first drafts which helps to improve the quality of their finished work. Some of the more able pupils respond fully to written tasks, and show good independent writing skills and well formed joined up handwriting.
- Pupils with SEN make good progress in terms of their ability and previous learning.

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## Shortcomings

- The standards of handwriting across the school is very variable, with some older pupils failing to apply knowledge and skills gained in handwriting lessons to their independent writing.
- The pace of writing for a significant minority of pupils is slow and they do not complete as much writing as one would expect in terms of their age and ability.
- Some of the younger pupils lack confidence in responding to questions and in extending and refining their ideas when faced with new information or facts.
- The range of reading experiences of a significant number of readers is limited.
- Pupils make very little use of information technology in order to draft, edit and refine their writing.

## Mathematics

Standards in mathematics are satisfactory.

### Good features

- The majority of pupils are confident in the use and application of number work in their daily tasks. Their recall of multiplication tables and other mental calculations is generally good. They use and understand different forms of graphical representation when presenting data.
- Younger pupils show good understanding of number patterns and apply this to finding 10 more or less than a given number to 100. They can identify odd and even numbers and describe the properties of 2-D shapes using appropriate vocabulary.
- Older pupils display a good understanding of place value. More able pupils display very good standards in mental agility and are able to solve complex number problems quickly.

### Shortcomings

- Younger pupils lack skills for independent investigations. They do not have the ability to focus on methods or strategies to solve problems.
- Some older pupils are unfamiliar with the concept of area and perimeter and lack confidence in the use of estimation involving measurement of length.
- Pupils make insufficient use of information technology within mathematics to aid and enrich pupils' learning experiences.

## Science

Standards are good.

### Good features

- Pupils throughout KS2 make good progress in developing their investigative skills. They use appropriate scientific vocabulary, make careful observations and record their results systematically. As they progress through the key stage they gain an increasing understanding of the notion of a fair test.
- Pupils in Y3 and Y4 can effectively classify materials according to their properties and can sort living things in terms of their major characteristics.

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- Pupils in Y5 understand that light comes from a variety of sources, and that a mirror can be used to change the direction in which light is travelling. They have a sound knowledge of the solar system and the relative positions of the planets in relation to the sun.
  - Pupils in Y6 recognise that forces can change the shape of an object; they know about friction including air resistance. They can explain the orbit of the Earth around the Sun and know that the Earth spins on its own axis and that this creates day and night.

### **Shortcomings**

- Pupils do not sufficiently develop ideas of their own that can be turned into a form that can be investigated.

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## Welsh second language

Standards of achievement in Welsh are satisfactory overall.

### Good features

- Pupils read and understand target language well, especially commands, greetings, weather phrases, simple language associated with likes and dislikes and words and phrases needed to ask for basic things. They are able to read signs and posters around the school with accuracy and understanding.
- Most pupils show a positive attitude to learning the language.
- Pronunciation of common words and phrases is becoming more accurate with practice. In some classes, use of incidental Welsh is developing well.
- Pupils complete written tasks within the scheme well, with the aid of vocabulary provided by the teacher.

### Shortcomings

- Pupils do not have a firm knowledge of vocabulary and phrases and as a result they fail to express their own ideas in extended sentences.
- In some classes, pupils speak hesitantly because they do not have sufficient opportunities to use their oral skills through incidental activities. Pupils are unable to make extended responses to questions or to attempt more complex phrases and vocabulary.
- Pupils make limited progress in written work, as they only complete tasks within the printed scheme, and do not develop sentence patterns through basic free writing exercises. Pupils rely on displays or the class board for vocabulary and sentence patterns.
- Pupils' reading skills are not fully developed.

## Design and technology

No design and technology lessons were seen during the inspection. However, based on scrutiny of work and interviews with pupils standards of achievement in design and technology were found to be poor overall.

### Good features

- Some pupils attempt to design using their own ideas and select appropriate tools for the tasks. Pupils write short notes on construction and make a comment about the finished product at the end of the process.

### Shortcomings.

- There is very little evidence of completed tasks, with only one or two examples of work from most classes.
- Pupils do not consistently use information sources to generate ideas.
- Pupils do not record the methods of construction effectively.
- Pupils lack true focus when planning and there is very little evidence of modification to designs.

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- Tools and materials are available within the school but pupils make very limited use of them often using cardboard, glue and sellotape to make products.
  - Pupils' evaluation skills are weak and lack true focus on the specific skills required to complete a given task successfully.

## **Information technology**

Standards in information technology are unsatisfactory.

### **Good features**

- Some pupils are able to use a word processor with confidence. Here, pupils can edit, save, retrieve and print their work.
- Pupils make purposeful use of the Internet to gather information for research and class projects.
- Older pupils understand how to use Logo commands with reasonable competence and are able to use a database to produce and interpret a range of graphs.

### **Shortcomings**

- Pupils have limited opportunities to access the computer to develop skills and at best only use it for a narrow range of purposes.
- Pupils' use of information technology is not systematically planned into daily routines. In general they are not confident in the full use of computer equipment available at the school.
- Pupils' limited experience and skill in the use of information technology restricts their achievement in many other curriculum subjects.
- Pupils' modelling skills using simulation games across the key stage are underdeveloped.

## **History**

Standards of achievement in history are satisfactory overall.

### **Good features**

- Pupils' chronological awareness develops well across the key stage and they make good use of timelines. They are able to place events in order and place periods of history in the correct order on a timeline.
- Pupils have a clear understanding of the characteristic features of the lives of the rich and poor at different periods of history, such as the Victorian time, and they can discuss the advantages and disadvantages of life in different periods.
- Pupils answer questions effectively about life in the past and how and why changes have occurred.
- Pupils read the information provided by the teacher, demonstrating a good level of understanding.
- Pupils discuss the similarities and differences between people, places and events over different periods of times. A few pupils make good historical deductions.

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## Shortcomings

- Pupils' analytical skills are not fully developed due to the lack of use of historical sources, to include representations and interpretations of the past. As they do not regularly use primary and secondary sources and artefacts older pupils do not offer suggestions as to why the past is interpreted in different ways. They do not understand that people living at the time would have different perspectives from people living now.
- Pupils do not interrogate sources regularly, and as a result their ability to reach sensible and reasonable conclusions is limited.

## Geography

Standards in geography are satisfactory.

### Good features

- Pupils are able to recall the concepts of the water cycle and the journey of a river using appropriate vocabulary.
- Pupils develop their mapping skills and are able to study and interpret maps of various scales. A majority of pupils are able to locate physical and human features on maps of Britain, Europe and the World appropriate to their year group.
- Younger pupils are developing their awareness of contrasting countries through a weather topic with enthusiasm and understanding.
- Older pupils know the main compass points and use directional language correctly.

### Shortcomings

- Pupils make limited progress in the range and depth of work undertaken and recorded in their books.
- Pupils only acquire a narrow range of skills and techniques. Knowledge and understanding of places is limited and there is a lack of progression in the development of pupils' research and enquiry skills.

## Art

Standards in art are satisfactory overall.

### Good features

- Pupils develop their skills well. Their study and their attempts to produce work in the style of Kandinsky, Giconnetti and William Morris demonstrate their ability to give attention to detail and their ability to work with a range of media.
- Observational drawings and 3-D models made by the pupils show that they give good attention to form, space, scale, perspective, shade, line and tone.
- The pupils learn to sketch and to experiment with ideas before committing themselves to a final product.
- Pupils are acquiring the subject vocabulary and their conceptual understanding through evaluating their own work and that of others.

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## Shortcomings

- Pupils lack competence in using information and communications technology skills to extend their painting and drawing skills.
- Pupils' knowledge and understanding of ethnic art is underdeveloped.

## Music

Standards in music are unsatisfactory, with the exception of singing which is satisfactory.

### Good features

- Pupils sing in tune, they control their breathing in order to improve their performance.
- Pupils listen to a range of music and talk about the tempo of music and are able to identify some of the instruments in the orchestra.

### Shortcomings

- The majority of pupils have poor skills in composing, evaluating and appraising music.
- Standards achieved in instrumental performance are poor, pupils lack experience and control when playing percussion instruments.

## Physical Education

Standards in physical education are satisfactory. Pupils receive a broad and balanced experience in physical education. Dance was not being taught at the time of the inspection but there are plans for this later in the year. Older pupils are to attend a residential centre to undertake outdoor and adventurous activities.

### Good features

- Pupils demonstrate a moderate degree of balance and control in using different methods of travelling both on the floor and when using apparatus. Pupils lift, carry and set out apparatus safely and with care. They use equipment sensibly and are aware of the dangers of inappropriate use.
- Pupils in Y3 work well together in pairs to try to improve their performances in putting together shapes and short sequences of movement. Pupils in Y4 consolidate skills learnt previously and jump, land, and transfer weight from hands to feet when developing gymnastic skills.
- Pupils in Y6 are successfully developing skills of sending, receiving, striking and travelling with a ball.
- The majority of pupils develop confidence in the water and by Y6 can swim unaided and safely.

### Shortcomings

- Pupils are unable to demonstrate sufficient precision or accuracy in their performances in gymnastics.
- When performing with others, pupils lack composure and confidence and have limited skills in adapting their performance to others.

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- An insufficient number of pupils can effectively evaluate and appraise their activities and only have limited confidence in terms of planning and performing an activity in gymnastics.

## **Religious Education**

Standards of achievement in religious education are good throughout the school.

### **Good features**

- Pupils recall Bible stories and Christian beliefs effectively.
- Pupils express their own ideas and feelings about beliefs and practices within different religions. They understand that people with certain beliefs behave in a certain way. They fully appreciate why people make pilgrimages and the importance of certain people and places within religion.
- Pupils interpret the moral message of different faiths, particularly Judaism and Christianity and they are willing to share their own thoughts and feelings on a variety of issues.
- Pupils develop an awareness of awe and wonder and have a positive attitude to other cultures and religions, demonstrating open-mindedness. They respond critically but empathetically to those who do not have the same beliefs.
- Older pupils are beginning to make sensible deductions and hypothesis about people's experiences and actions. They question their own beliefs and behaviour in the light of justice and tolerance.

### **Shortcomings**

- No shortcomings were evident.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

Progress since the last inspection had been unsatisfactory overall.

The exceptionally large turnover of staff has provided the headteacher and the governing body with an opportunity to improve the subject expertise of the teaching staff. For this reason they feel optimistic about the future and have a new sense of purpose, particularly in relation to the possibility of establishing a strong commitment to whole-school planning. At the moment, however, little progress has been made in relation to some of the key issues from the previous inspection.

The school was asked to develop the role of the curriculum and subject co-ordinators to ensure the production of whole-school schemes of work for all subjects. Progress in relation to this has been variable. Despite the evidence of progress in some subjects, for example, science, and quite recently, geography, co-ordination of curriculum planning has been unsatisfactory. As a result some schemes of work in the foundation subjects are not adequately structured for the even progression of knowledge, skills and understanding. The role of the subject coordinators and curriculum coordinator has been inadequately developed since the last inspection.

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The school was also asked to introduce effective systems for monitoring curriculum delivery and assessment. Whilst satisfactory progress has been made in the core subjects, little progress has been made in establishing simple and efficient systems for monitoring coverage of the curriculum in foundation subjects or in assessing outcomes.

The school was asked to comply with the requirements of the NC and improve the planning for the delivery of and resources for design and technology. Whilst there has been an improvement in resources and the provision of a dedicated room for the subject, little progress has been made in planning and pupils are still not receiving their full entitlement to the curriculum in this subject.

The school was asked to address identified shortcomings in teaching quality and implement a scheme for teacher appraisal and plan a programme of in service training which effectively meets the needs of the whole school and individual teachers. It has not been possible for the inspection team to make a secure judgement on the question of shortcomings in teaching quality due to the turnover of staff. No formal system of monitoring teaching was put in place after the last inspection. At the time of this inspection the headteacher had adopted an informal approach to the monitoring of new staff by spending time working alongside them. The effectiveness of this approach is too early to gauge.

The staff appraisal system is presently on hold as a result of staff changes, but plans are in place to resume the process once all the staff appointments and positions of responsibility have been allocated.

The governing body were asked to work with the headteacher to devise a SDP which sets both short and long term priorities, providing for a clear framework for financial planning and raising standards. Satisfactory progress has been made in this area. The SDP has clear priorities, financial planning is sound. While many of the priorities in the SDP are correctly identified, some important issues relating to the driving up of standards in the foundation subjects have been overlooked.

The governing body was requested to encourage the headteacher to exert a more influential presence in the school in order to develop the considerable potential of the teaching team and to help raise overall educational standards. There are two aspects to these issues: first the headteacher has been successful, in quite difficult circumstances, in providing a supportive caring ethos in which all pupils feel valued and secure, including pupils who display difficult behaviour problems, and has also been successful in promoting a real sense of inclusiveness for pupils of all abilities. This is a significant achievement.

Secondly, in terms of developing the potential of the teaching team to help raise overall standards, progress has been unsatisfactory. One of the messages to come from the inspection is that the school has lacked a genuine commitment to whole school planning which has been a major factor in the school's limited progress in driving up standards.

Finally the governing body were requested to ensure that their annual report to parents complies with National Assembly requirements. This has been met.

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## 8.2 Key Issues for Action

In order to improve the school should:

1. Drive up standards in subjects where they are unsatisfactory by:  
Improving the standards in design and technology by: \* (Key issue in the last report)
  - ensuring that sufficient time is allocated to the subject;
  - identifying the training needs of staff so that they can plan challenging work in the subject which allows pupils' skills to be developed systematically.Improving the standards in information technology by:
  - enhancing the resources for the subject;\*
  - using the subject to support pupils' progress in other areas of the curriculum.Improving the standards in music by:
  - identifying the training needs of teachers so that they have a clear idea of how to plan lessons which ensure pupils make good progress.
2. In subjects where standards have been judged satisfactory, the school should now aim to make them better by ensuring that schemes of work:
  - help teachers to plan lessons which systematically develop pupils' knowledge and skills;
  - help subject leaders to improve whole-school curriculum planning so that pupils build effectively on their knowledge and skills in each subject area as they move from one year group to the next;
  - help teachers to plan effectively for the development of the key skills of literacy and numeracy and information technology across the curriculum.
3. The school should refocus the role of everyone with management responsibilities\* so that there is a greater sense of unity and purpose in the drive to improve standards by putting in place systems for:
  - monitoring teaching so as to identify good practices which may be extended to other areas in the school, and to address identified shortcomings;
  - developing the role of subject leaders so that they regularly monitor standards, identify the training needs of colleagues and have a clear strategy for improvement which is carried through into development planning and target setting (identified in the previous inspection);
  - ensuring that the governing body, and the curriculum committee, are appraised of standards on a regular basis and rigorously pursue the raising of standards in subjects where they are unsatisfactory, and then, where they are presently only satisfactory;
  - ensuring that that all stakeholders fully understand the strategy for improving standards and monitoring progress towards them.

\* Areas that have been recognised by the governing body for improvement.

## APPENDIX

### A. Basic Information About the School

Name of School	Bodnant Junior School
School type	County Primary
Age-range of pupils	7–11
Address of school	Nant Hall Road Prestatyn Denbighshire
Post-Code	LL19 9NW
Telephone Number	01745 854724

Headteacher	Mr Martyn Blythin
Date of appointment	January 1989
Chair of Governors	Mr John Williams JP
Registered Inspector	Dr Stuart Humphreys
Dates of inspection	1–4 October 2001

### B. School Data and Indicators

<i>Number of pupils in each year group</i>					
Year group	Y3	Y4	Y5	Y6	Total
Number of pupils	67	70	78	97	312

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	1	12.3

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	24:1
Average class size, excluding nursery and special classes	27
Teacher (fte) : class ratio	12:3

<i>Percentage attendance for three complete terms prior to the inspection</i>		
Term	KS2	Whole school
Spring 2001	93	93
Summer 2001	92	92
Autumn 2000	94	94

<i>Number of pupils excluded during 12 months prior to inspection</i>	0
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## C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS 2 Results: 2001								Number of pupils in Y6: 78					
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	6	15	56	23	0
		National	0	0	2	n/a	1	1	6	21	48	21	0
	Test/Task	School	0	0	0	0	0	0	6	18	51	25	0
		National	0	2	2	0	n	n	5	17	48	26	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	2	22	60	16	0
		National	0	0	2	n/a	0	1	5	22	47	23	0
	Test/Task	School	0	0	0	0	0	0	5	22	61	12	0
		National	0	2	1	1	n	n	5	22	44	25	n
Science	Teacher assessment	School	0	0	0	0	0	0	0	7	54	39	0
		National	0	0	2	n/a	0	0	4	17	52	25	0
	Test/Task	School	0	0	0	0	0	0	0	4	61	38	0
		National	0	2	0	0	n	n	3	14	55	26	n

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:	69	In the school:	63
In Wales:	63	In Wales:	63

D	Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A	Pupils who have failed to register a level because of absence.
N	Pupils who have failed to register a level for reasons other than absence.
B	Pupils not entered for tests because they are working outside the levels of the tests.
W	Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n	Tests do not cover these levels.
n/a	not applicable.

## D. The Evidence Base of the Inspection

A team of four inspectors carried out the inspection over a period of 3.5 days. The team:

- observed 51 lessons or parts of lessons;
- listened to pupils read;
- scrutinised samples of pupils' work;
- examined the school's register of SEN;
- discussed aspects of their work and school life with the pupils;
- attended school assemblies;
- examined the SDP and school policy documents;
- studied teachers' planning and pupils' records;
- interviewed the headteacher, staff and members of the governing body;
- analysed the school's budget;

- held a meeting prior to the inspection with the governing body;
- held a meeting for parents prior to the inspection;
- analysed the responses to the completed questionnaire returned by parents;
- checked attendance registers and observed the daily registration of children.

## E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Stuart Humphreys	Rgl	Context Main Findings Teaching Curriculum Quality of self evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues	English science music physical education
Sylvia Clough	Team	Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Staffing, accommodation and learning resources	Welsh as a second language design and technology history art religious education
Gwyn Evans	Team	Assessment, recording and reporting Provision for pupils with special educational needs	mathematics information technology geography
Selwyn Roberts	Lay	Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry	

*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.*