

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

A Report on the Quality of Education in

**Bodnant Infants School
Marine Road
Prestatyn
Denbighshire
LL19 7HA**

School Number: 6632034

Date of Inspection: 04 February 2008

by

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

The inspection of Bodnant Infants School took place between 04/02/08 and 06/02/08. An independent team of inspectors, led by Linda Jane Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Bodnant Infant School is a local authority community school which serves an area in the seaside town of Prestatyn. The traditional catchment area of the school is neither prosperous nor economically disadvantaged. Pupils who attend the school come from throughout Prestatyn but particularly from the immediate area around the school. The area consists of a mixture of moderate to low cost private housing, rented accommodation and shared ownership properties.
2. The school caters for children aged three to seven years. Denbighshire Local Authority (LEA) controls admissions to the school. Nursery children start school in the September following their third birthday and pupils begin full-time education at the start of the academic year during which they will be five. The pupils represent the full range of academic abilities and social backgrounds.
3. Baseline assessments undertaken during the first term in the reception indicate the ability of the majority of children is similar to or below the LEA average. A significant minority have language skills which are well below average.
4. At the time of the inspection there were 300 pupils on roll, including 57 children who attend the nursery on a part-time basis. Numbers have fluctuated slightly during recent years but are currently above the number on roll at the time of the last inspection, which took place in January 2002. In recent years the number of children transferring to and from the school during the academic year has increased. In the academic year to July 2007 18 children left and 44 children were admitted.
5. English is the home language for 94% of the pupils. Six per cent of pupils speak English as an additional language (EAL), and the first languages for these pupils are Urdu, Arabic, Sinhala, French, Malayalam, Bengali, Cantonese and Spanish. No pupils speak Welsh as their first language.
6. Thirty nine pupils are identified as having special educational needs (SEN) and eight pupils have a formal statement of SEN. Three pupils are 'looked after' by the LA and approximately 13% of pupils are entitled to free school meals, which is similar to the LEA average and below the national average. No pupils have been excluded from the school in the past 12 months.
7. The school has achieved the Basic Skills Quality Mark on three occasions; completed phase 1 and 2 of the Healthy Schools Award; gained the Sports Marc Award; and a History Award for the celebration of the school's centenary. The school is currently working towards the Eco Green Flag.

The school's priorities and targets

8. The school's mission statement is: - A Family in School, Learning Together.
9. The school's major priorities and targets for 2007 – 2008 include:
 - developing the use of interactive whiteboards;
 - improving the standards in monitoring and recording of oracy;
 - improving standards in reading throughout the school;
 - developing scientific exploration throughout the school; and
 - reviewing the scheme of work for religious education.

Summary

10. Bodnant Infants School is a good school which provides a happy, welcoming and caring learning environment for its pupils. Outstanding features were identified in many aspects of the school's provision, particularly in the care, support and guidance for pupils, and the rich curriculum which is provided for both children in the early years' classes and pupils in key stage 1.

Table of grades awarded

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

11. The overall quality of provision for the under fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
12. Assessments undertaken during the first term in the nursery and reception classes are compared with assessments undertaken at the end of each school year. The results show that children in the early years' classes achieve well in all areas of learning. Children who enter school with very low levels of ability make particularly good progress.
13. The school's extensive assessments show this good rate of progress is sustained as pupils move through the school.
14. Key stage 1 National Curriculum (NC) assessment results for 2007 show that 83% of pupils achieved level 2 or above in the core subjects of English, mathematics and science, which is above both the national and LEA averages.
15. The number of pupils achieving the higher than expected level 3 is well above the national average in science and mathematics. The results for English show that the percentage of pupils achieving level 3 in speaking and listening is above the national average, but the percentage of pupils achieving level 3 in reading and writing is below the national average. Overall, the school's results compare well to national and LEA averages.
16. When the school's results in 2006 and 2007 are compared with results in schools having similar numbers of pupils entitled to receive free school meals, key stage 1 results are in the highest 50% in English and in the lowest 50% for mathematics and science.
17. Trends in performance over the past three years show that results at the end of key stage 1 have fallen in all the core subjects. However, results are affected by the number of pupils who are admitted to the school at times other than normal admission times achieving at a low level.

18. Under-fives and pupils in key stage 1 achieve good standards in the key skills of communication, numeracy and information and communications technology (ICT). Standards achieved in bilingualism are outstanding across the school.
19. Pupils of all ages respond well to the range of learning opportunities available. During lesson times the vast majority of pupils understand clearly what they are doing. However, the involvement of key stage 1 pupils in understanding how they are progressing is limited. They do not have a clear idea of their strengths and weaknesses, or what they need to do in order to improve.
20. The motivation and enthusiasm of pupils to learn and share ideas is an outstanding feature and has a positive effect on standards of work and progress.
21. Pupil's behaviour and the way they treat each other and adults in the school is outstanding. All pupils are friendly, polite and courteous. From the early years children are confident enough to engage visitors in conversation. Older pupils are well mannered and keen to be of assistance. Pupils play together well and have very good relationships with each other. The pupil directed monitoring of playground behaviour as 'Bodnant Buddies' is exemplary.
22. The average level of attendance for the three terms prior to the inspection is 94%, which is good. Most pupils attend school regularly and are punctual at the start of the day.

The quality of education and training

Grades for teaching

23. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	62%	25%	0%	0%

24. The quality of teaching is very slightly below the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79% of lessons.
25. Teaching for children under-five is good. Activities in both the classrooms and outdoor areas are well planned to stimulate and challenge children of all abilities and to successfully promote independence in learning.
26. Lessons successfully engage pupils and tasks are well matched to the learning needs of the learners. Classroom learning assistants make an important contribution to pupils' learning, and in particular to those identified as having SEN.
27. During lessons teachers demonstrate good knowledge of the subjects of the NC, areas of learning and the requirements of 'Y Cwricwlwm Cymreig'. One of the school's strengths is the promotion of bilingualism. All staff use the language frequently during the day and many teachers use Welsh as a medium of instruction, with positive results.
28. Lessons are well planned with clear learning objectives and this effectively focuses pupils' attention on the task in hand. The level of detail in long and short term planning is an outstanding feature. All key skills and common requirements are progressively planned for in exceptional detail.

29. The quality and use made of assessment for both the under fives and pupils in key stage 1 is good with outstanding features. On-going assessments for the under fives is based on careful, detailed observations of each child and the outcomes of assessment are exceptionally well used to track the children's progress and to plan for future teaching. Teachers in key stage 1 assess all subjects of the NC rigorously. Assessment is consistent across all classes and exceptionally comprehensive.
30. The school is developing systems to involve pupils in the assessment of their own learning. Year (Y) 2 pupils have discussed recent pieces of work with their teachers and have used the 'two stars and a wish' system to identify two areas of strength and one area for development. However, the use of this initiative is at an early stage and the overall involvement of pupils in assessing their own learning is underdeveloped.
31. The caring ethos and inclusive nature of the school ensures that all pupils have equal opportunities to access the whole curriculum. The school responds well to pupils' learning needs and successfully meets the needs and ability range of all pupils.
32. The extensive range of learning opportunities for the under-fives extends into the outdoor classroom and enhances children's learning very effectively.
33. The overall provision for the promotion of pupils' spiritual, moral, social and cultural development is outstanding. Aspects of personal and social education (PSE) permeate all subjects of the curriculum and have a positive impact on pupils' learning and attitudes.
34. Curriculum planning builds systematically on existing knowledge, understanding and skills. The school has a very effective approach to planning. Detailed planning provides a clear structure and progression for all pupils.
35. The delivery of the curriculum is supported by detailed schemes of work for each subject, areas of learning and other aspects of the school's work, for example PSE. The schemes ensure the curriculum is broad, balanced and full of exiting experiences which motivate and interest pupils.
36. There are clear and well-documented procedures that contribute to pupils' well-being when in the school's care. Outstanding features in the care and guidance for pupils includes the use of an extensive range of support services; a very strong partnership with parents and very effective personal support and guidance for all pupils. A health and safety issue was brought to the attention of the school during the inspection.
37. Provision for pupils with additional learning needs is good with outstanding features. Careful consideration is given to the needs of the pupils and the school effectively implements procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning.
38. The inclusive nature of the school ensures that pupils with additional needs are exceptionally well supported by all staff and pupils. The school works very effectively with an exceptionally wide range of professional services to ensure that all pupils receive appropriate support. Pupils with SEN receive very good support through carefully differentiated tasks in lessons and when they are withdrawn to work in small groups outside the classroom.

Leadership and management

39. The headteacher leads and manages the school very well. She works closely with the newly appointed deputy headteacher and is ably supported by a committed team of teachers and support staff who work well together as a strong team. Subject leaders lead and manage their subjects well.
40. The school takes good account of national priorities. It has achieved the Basic Skills Quality Mark, the Healthy School's Award and is currently working towards the Eco School Green Flag Award. The school is well prepared for the introduction of the Foundation Phase.
41. The governing body is very committed and has a good awareness of its responsibilities in setting the strategic direction of the school. They make a significant contribution to both the school's self-evaluation and the School Development Plan (SDP).
42. There is a curriculum sub-committee and subject co-ordinators report to the governing body on a rolling programme. The governing body meets all its regulatory and legal requirements.
43. The process of self-evaluation is well established within the school. All staff and governors are fully involved in the process, which is comprehensive and systematic. The views of parents have been sought both informally and formally, through the use of questionnaires, and are taken into account.
44. Questionnaires and the school council are effectively used to seek the views of pupils and the views of the community are voiced through the governing body.
45. The school's self-evaluation report is accurate and comprehensive. It clearly identifies strengths and areas where improvements are needed. However, links between the school's self-evaluation and the SDP are underdeveloped. The school makes insufficient use of its self-evaluation to plan for improvement.
46. The inspection team agrees with judgements made by the school in the self-evaluation report for five of the seven key questions. Where there was a difference in the grade awarded, the inspection team awarded a lower grade.
47. The SDP contains detailed action to address areas identified for improvement in the current year. However, the plan does not extend beyond the current year and therefore provides insufficient strategic direction for the school.
48. The school has made good progress in addressing issues identified in the last inspection.
49. The school has an appropriate number of teachers who are suitably qualified and have a range of expertise and experience which is used well. The good quality of pupil support provided through dedicated teaching assistants is a strength of the school.
50. The main school accommodation is supplemented by a high number of classrooms in demountable buildings. However, the school makes outstanding use of the accommodation available and has made significant improvements to the play areas, in particular the areas designated for the under-fives, which are vibrant, creative and conducive to promoting good practices.

51. Financial management is rigorous. Appropriate priorities are set by the headteacher and the governing body's finance committee. The school provides good value for money.

Recommendations

In order to maintain and improve the current good standards, staff and governors should:

- R1 further develop pupils' involvement in their own learning so that they clearly understand what they need to do in order to improve;
- R2 develop the use of the school's self-evaluation to fully inform strategic planning;
- R3 extend the SDP beyond the current year; and
- R4 address the health and safety issue brought to the attention of the school.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good with no important shortcomings

- 52. The findings of the inspection team do not match the grade 1 judgement made by the school in the self-evaluation report. Although outstanding features were identified in the standards achieved by pupils in the development of their personal, social and learning skills, these were insufficient to award a grade 1 overall.
- 53. The overall quality of provision for the under fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 54. Baseline assessments undertaken within the first term of entry into the reception classes indicate that the majority of children's ability is similar to or below the LEA average. A significant minority have language skills which are well below average.
- 55. Assessments undertaken in the early years show that in the nursery and reception classes, children make very good progress in each of the areas of learning Children who enter school with very low levels of ability make particularly good progress.
- 56. The school's extensive assessments show that this good rate of progress is sustained as pupils move through the school. The majority of pupils, including the very able and EAL pupils, achieve well against the individual targets set for them. Special education needs pupils achieve very well in relation to their

individual needs. Pupils, regardless of their social, ethnic or linguistic background, make good progress.

57. Key stage 1 NC assessment results for 2007 show that 83% of pupils achieved level 2 or above in the core subjects of English, mathematics and science, which is above both the national and LEA averages. In English and science, the number of pupils achieving the lower than expected level 1 is below the national average. In mathematics, the percentage achieving level 1 is only slightly above the national average.
58. The number of pupils achieving the higher than expected level 3 is well above the national average in science and mathematics. The results for English show that the percentage of pupils achieving level 3 in speaking and listening is above the national average, but the percentage of pupils achieving level 3 in reading and writing is below the national average. Overall, the school's results compare well to national and LEA averages.
59. When the school's results in 2006 and 2007 are compared with results in schools having similar numbers of pupils entitled to receive free school meals, key stage 1 results are in the highest 50% in English and in the lowest 50% for mathematics and science.
60. Trends in performance over the past three years show that results at the end of key stage 1 have fallen in all the core subjects. However, results are affected by the number of pupils who are admitted to the school at times other than normal admission times achieving at a low level.
61. Children under five and pupils in key stage 1 achieve good standards in their communication skills. They listen well to their teachers and to other pupils. The vast majority of older pupils speak clearly and express themselves fluently, using appropriate vocabulary.
62. In the early years classes, children make good progress in developing their early writing and reading skills. Key stage 1 pupils build on this strong base and achieve good standards in their writing skills using a variety of styles and presentation in subjects across the curriculum. Many pupils in Y2 read well and with confidence. They use their reading skills effectively to gather information relevant to topics they are studying.
63. Pupils across the school make outstanding progress in acquiring bilingual competence. They confidently use the Welsh language from an early age and progress well in their understanding and in the complexity of their responses. Key stage 1 pupils select books written in Welsh and read the simple text accurately.
64. Children in the early years and pupils in key stage 1 are making good progress in developing their numeracy and ICT skills across all areas of learning. Key stage 1 pupils confidently use a range of ICT programmes on the interactive whiteboards, correctly input information into programmable toys and confidently use lap top computers. They make good use of their numeracy skills in a range of subjects.
65. Pupils across the school also achieve good standards in developing their problem solving and creative skills.

66. Results over past years indicate that boys and girls achieve equal success and are well placed to move on to the next stage in their learning.
67. Pupils of all ages respond well to the range of learning opportunities available. They readily acquire new knowledge and build successfully on the skills they are developing. During lesson times, the vast majority of pupils understand clearly what they are doing. However, the involvement of key stage 1 pupils in understanding how they are progressing overall is limited. They do not have a clear idea of their strengths and weaknesses, or what they need to do in order to improve.
68. The motivation and enthusiasm of pupils to learn and share ideas is an outstanding feature. Pupils listen attentively and ask thoughtful questions so that they are clear about what is expected of them. This has a positive effect on standards of work and progress.
69. In lessons, pupils begin work immediately on tasks that have been set and no time is wasted. They manage their time very well and complete their work within allotted timescales. This establishes good working practices for the future. Pupils develop their skills in different styles of working due to the varied opportunities offered by the school. They work effectively as individuals, and co-operate and share ideas and tasks when working in pairs and small groups.
70. As a result of pupils working independently, they know where and how they can find the information they need. A few of the older pupils have begun to identify how to improve their own learning and share their perceived strengths and areas of development with their teachers.
71. Pupils' behaviour and the way they treat each other and adults in the school is an outstanding feature. They understand the behaviour expected of them which is re-enforced with the 'Good to be Green' reward system.
72. All pupils are friendly, polite and courteous. From the early years, children are confident enough to engage visitors in conversation. Older pupils are well mannered and keen to be of assistance. As a result of the high expectations set by all the adults in the school, even the youngest children know what is expected of them. This has a positive impact on the standards of achievement because there are no disruptions in lessons and teaching time is not wasted on managing challenging behaviour.
73. Pupils play together well and have very good relationships with each other. The pupil directed monitoring of playground behaviour as 'Bodnant Buddies' is outstanding.
74. Average attendance over the three terms prior to the inspection was 93.9% for reception and 94.3% for the rest of the school which is good, and above national and local averages. Nearly all pupils are punctual and lessons start on time. Registration is conducted effectively and in line with statutory requirements.
75. Pupils make very good progress in their personal, social, and moral development. They co-operate well with their peers and encourage each other both during and outside lessons. This results in increased self-confidence when facing challenging tasks, growing enthusiasm for personal development and a positive attitude to lifelong learning. This is an outstanding feature of the school.

76. In discussions with pupils, they showed very good age-appropriate awareness for equal opportunities, diversity and cultural differences. Their knowledge of life in other countries is developing well and they have a good awareness of differing customs and cultures. They reflect thoughtfully when comparing the differences and similarities to their own lives.
77. Pupils are well prepared for effective participation in the work place and community. They worked successfully with their parents and the community in order to save the school field from development.

The quality of education and training

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

Grade 2: Good with no important shortcomings

78. The findings of the inspection team do not match the grade 1 judgement made by the school in the self-evaluation report. Although outstanding features were identified in the planning of lessons, and the extent and use of assessment, these were insufficient to award a grade 1 overall.
79. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	62%	25%	0%	0%

80. The quality of teaching is very slightly below the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79% of lessons.
81. Where teaching is outstanding, teachers:-
- have high expectations which are shared with pupils;
 - make very effective use of praise to develop self-esteem and confidence;
 - manage pupils' behaviour exceptionally well using support staff effectively; and
 - plan in great detail with clear lesson objectives carefully relayed to pupils at the start of lessons.
82. Good features of teaching include:-
- differentiated activities with a good level of challenge for all pupils;
 - good links with other areas of the curriculum;
 - positive rewarding of learning and effort;
 - good use of questions and discussion to extend pupils' learning;
 - good pace to sessions, with well-established classroom routines which support independent learning; and
 - very constructive plenary sessions.

83. Shortcomings in teaching include:-
- missed opportunities to support pupils in correcting their errors and extending their learning;
 - slow pace to sessions; and
 - insufficient use made of plenary sessions to support pupils' learning.
84. Teaching for children under five is good. Activities in both the classrooms and outdoor areas are well planned to stimulate and challenge children of all abilities and to promote successfully independence in learning. The teamwork between teacher and teaching assistants makes a very good contribution to the effectiveness of teaching for under-fives.
85. The level of detail in long and short term planning is an outstanding feature. All key skills and common requirements are progressively planned for in exceptional detail.
86. Teachers make good use of a wide range of teaching resources including interactive whiteboards to stimulate pupils' interest and support their work. Classroom learning assistants make an important contribution to pupils' learning, and in particular to those identified as having SEN.
87. During lessons, teachers demonstrate good knowledge of the subjects of the NC and areas of learning. They are eager to incorporate new initiatives into the life and work of the school. They listen to pupils' views and are keen to take their opinions into account. They manage behaviour very well. Teachers have high aspirations for their pupils' development.
88. A good feature of the teaching in all lessons is the very good relationships that exist between all staff and pupils. This effectively fosters learning.
89. Teachers have a good knowledge of the requirements of '*Y Cwricwlwm Cymreig*'. The school successfully recognises the language needs of the learners in a community where there is little or no Welsh and no child enters school from a Welsh speaking home. One of the school's strengths is the promotion of bilingualism. All staff use the language frequently during the day and many teachers use Welsh as a medium of instruction, with positive results.
90. The teachers promote equal opportunity and equality effectively in every aspect of the school's work. They ensure that all pupils regardless of ability or gender, enjoy equal opportunities to succeed. Learners' individual needs, including those with additional learning needs, are met through activities which are carefully planned in order to meet those needs. Teachers use good strategies to extend the more able pupils.
91. The quality and use made of assessment for both the under fives and pupils in key stage 1 is good with outstanding features. The school meets its statutory requirements for assessing and reporting on NC subjects and for assessing pupils during their first term in reception.
92. The quality of assessment of the under fives is comprehensive and thorough. On entry to school, children in both nursery and reception classes are assessed very carefully. Information gathered is used very well to prepare rich and meaningful experiences and to identify and plan for those children with additional needs.

93. On-going assessments are based on careful, detailed observations of each child and the outcomes of assessment are exceptionally well used to track the children's progress and to plan for future teaching. The level of detail in the on-going assessments for the under fives is outstanding.
94. Teachers in key stage 1 assess all subjects of the NC and religious education rigorously. Assessment is consistent across all classes and exceptionally comprehensive. Information on progress in the core subjects is collated each term and incorporated within the school's tracking system. The tracking system is exceeding well used to monitor the individual progress of each pupil and to set challenging targets for achievement at the end of the key stage.
95. A rigorous process of moderation has been in place for some time to ensure that work is accurately assessed against levels of the NC. Samples of work are regularly discussed by teachers in year groups and across the school to ensure the awarding of levels is consistent.
96. Marking is undertaken regularly throughout the school and pupils receive constructive verbal feedback during their lessons. However, marking is not always used to involve pupils in evaluating their own progress and planning for improvement. Not all teachers use constructive comments that give pupils ideas about how to improve the quality of their work.
97. The school is developing systems to involve pupils in the assessment of their own learning. Year 2 pupils have discussed recent pieces of work with their teachers and have used the 'two stars and a wish' system to identify two areas of strength and one area for development. However, the use of this initiative is at an early stage and the overall involvement of pupils in assessing their own learning is underdeveloped.
98. Parents are provided with a comprehensive report at the end of each academic year and a short interim report in the middle of the spring term. Interim reports provide a brief overview of progress and are used as a basis for discussion on parents' evenings.
99. The main reports are very informative and provide information on pupils' achievements in all subjects or areas of learning, and in their PSE. Suitable targets are included for the next steps in pupils' learning. Parents are given an opportunity to comment on the report and appropriate arrangements are made for parents to discuss their child's progress.

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

Grade 1: Good with outstanding features

100. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
101. The overall quality of the educational provision is good with outstanding features. The ethos and vision of the school is reflected in the daily planning and organisation. The school has been awarded the Basic Skills Quality Mark for literacy and numeracy on three occasions.
102. The school's response to pupils learning is very good. The caring ethos and inclusive nature of the school ensures that all pupils have equal opportunities to

- access the whole curriculum. The school responds well to pupils' learning needs and successfully meets the needs and ability range of all pupils.
103. The overall quality of provision for the under fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. The extensive range of learning opportunities for the under-fives extends into the outdoor classroom and enhances children's learning very effectively.
 104. Curriculum planning builds systematically on existing knowledge, understanding and skills. The school has a very effective approach to planning. Detailed planning provides a clear structure and progression for all pupils.
 105. The delivery of the curriculum is supported by detailed schemes of work for each subject, areas of learning and other aspects of the school's work, for example PSE. The schemes ensure the curriculum is broad, balanced and full of exiting experiences which motivate and interest pupils.
 106. The school's commitment to improving key skills through language, PSE, and numeracy schemes is good and outstanding in some instances. The provision for key skills threads through all aspects of lesson planning in an exceptionally consistent and cohesive way. Good emphasis is placed on nurturing good quality language across the curriculum and there are effective arrangements for providing additional support and resources for pupils whose attainment levels are either low or above average.
 107. The overall provision for the promotion of pupils' spiritual, moral, social and cultural development is outstanding. Aspects of PSE permeate all subjects of the curriculum and have a exceptionally positive impact on pupils' learning and attitudes. Assemblies are purposeful and enjoyable. Pupils contribute confidently and sensitively during these occasions.
 108. Pupils' cultural development is exceptionally well planned for. For example pupils' across the school learn about traditions and celebrations associated with Chinese New Year at a level appropriate to their maturity.
 109. Pupils have opportunities to develop corporate responsibilities through the roles which they undertake in the school, both in the classrooms and at other times during the school day. Older pupils are able to ensure fairness through the buddy system and pupils become involved in school improvement through their roles on the school council. The playground policy, where pupils have decided on the rules, is monitored by the 'Bodnant Buddies' and is particularly effective.
 110. Pupils work and play well together and relationships with each other are good. The more able and confident pupils willingly help the less able. Social and moral development receives high priority so that pupils are taught right from wrong, honesty and care for the less fortunate. Through their support for charitable causes they develop a clear understanding and respect for others less fortunate than themselves.
 111. The curriculum is enhanced by an outstanding variety of educational visits and by visitors to the school. These experiences are used effectively to reinforce different aspects of the curriculum. An extensive range of extra curricular activities are provided for pupils through after school activities as well as lunchtime clubs.

112. Parents state that they are kept very well informed about school activities through regular newsletters and face-to-face discussions with staff. They are welcomed into the school, particularly at the beginning of each morning when parents and grandparents hear the children read for a short time before they leave.
113. The school complies with statutory requirements.
114. Good provision exists for the development of work-related education. There are well established links with Pontins, a power station and local businesses, such as the post office and garage. Parents are invited to talk about their jobs and visits by the community police, fire service and school nurse contribute to the pupils' knowledge of the world of work. There are currently no links with employers to support staff training and development through teacher placements.
115. The promotion of bilingual opportunities is outstanding. Staff take every opportunity to ensure that pupils hear Welsh spoken frequently throughout the day. They encourage and support pupils in their efforts to use the language to the best of their ability.
116. '*Y Cwricwlwm Cymreig*' is promoted very effectively across the curriculum. The school celebrates St. David's Day and teachers' planning includes visits to places of interest and Welsh heritage, enriching pupils' knowledge and understanding.
117. The way in which the school promotes sustainable development is developing well with the school currently working towards their bronze Eco School Award. In discussions with pupils on the eco council, they speak knowledgeably about the need to recycle and save energy and water. Global citizenship is currently underdeveloped. However, there are some links with Mexico which the school is planning to extend.
118. Entrepreneurial skills, including decision making are promoted well. Pupils make and sell Christmas decorations and, at the summer fair, they sell plants which they have grown themselves. Pupils are given the opportunities to develop these skills further as members of the school council, eco council and playground buddies.
119. The school plays an active role in laying the foundations for lifelong learning and community regeneration. National priorities such as healthy schools, eco schools and additional learning opportunities for parents are taken on with enthusiasm and embedded in school life. Pupils are well prepared for their transition to junior school.

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

Grade 1: Good with outstanding features

120. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
121. The school guides and cares for its pupils well in a happy, safe and secure environment. The headteacher, staff and governors work together effectively to provide good care and support for all pupils.
122. Teachers identify and react constructively to pupils' individual needs. The deployment of the available support staff and volunteer helpers is well organised to meet these needs and requirements. The extensive range of external support services and agencies that are used appropriately and effectively is an outstanding feature.
123. The school's strong partnership with parents and carers is also outstanding. The overwhelming majority of parents are extremely supportive of the school and are very satisfied with the standard of education provided. Parents are kept well informed of events in school through several channels, including newsletters and reports.
124. The school's web site provides a particularly effective link with parents. It contains a wealth of information regarding school life and allows parents to e mail messages directly to the headteacher. Details on the web site show that it is very well used and parents report that it is easy to access, updated very regularly and allows easy contact with the school, for example informing the school of a child's absence.
125. Parents and carers have good opportunities to discuss their children's work at the termly parent-teacher meetings, and the headteacher operates an open door policy for discussion of more immediate concerns. The views of parents are sought through questionnaires and opinions expressed are given careful consideration and acted upon when appropriate.
126. Induction arrangements for new pupils entering the school are well organised. Children attending the nursery and reception classes, together with their parents and carers, have good opportunities to get to know the teaching and non-teaching staff before the children start school. Pupils who transfer from other schools report that they have settled quickly and happily into their new school.
127. Personal support and guidance for pupils is an outstanding feature. Staff know pupils very well and very positive relationships exist between staff and pupils. Very effective use is made of specialist services, for example the police and health agencies.
128. The use of the 'Good to be Green' reward system is particularly effective. All pupils are very clear about the standard of their behaviour and respond very well to receiving a green card for the days when they have behaved well. The system ensures that parents are well informed on a weekly basis concerning their child's behaviour.
129. All pupils have access to the very good quality programme of PSE which is followed throughout the school. The programme is carefully structured for each

year group and takes account of the PSE framework. Circle time is successfully used in all year groups particularly to develop pupils' social skills.

130. The school council is well established with members from each of the Y2 classes. Half the members of the council are elected by their classmates, with other members being chosen by their teachers. Council members take on appropriate roles within the council and effective systems are in place for members to report back to pupils across the school.
131. The school makes good efforts in monitoring attendance, punctuality and behaviour. Parents are reminded regularly of the importance of good attendance. There is first day follow up by the headteacher if no reason for absence has been received. The educational support worker is very supportive and works closely with the school and families where there are concerns with either attendance or punctuality. Good attendance is rewarded with certificates at assemblies.
132. There are clear and well-documented procedures that contribute to pupils' well-being when in the school's care. Procedures are in place to ensure that pupils' health and safety are given a high priority. Welfare routines are well established should pupils hurt themselves or become unwell whilst at school.
133. Suitable risk assessments and fire drills are regularly carried out. There are three fully trained staff with advanced first aid qualifications and all staff have undertaken emergency first aid training. The school carries out the appropriate checks with the Criminal Records Bureau. A health and safety issue was brought to the attention of the school during the inspection.
134. A designated member of staff is the named person with responsibility for child protection and together with the headteacher has undertaken training to a high level. All other staff, including non teaching staff and midday supervisors, have undertaken training provided by the LEA and in addition, training endorsed by the NSPCC. There is also a named governor with responsibility for child protection.
135. The school meets regularly and works in very close partnership with other relevant agencies in this field. Monitoring processes are very good. Overall the work carried out in relation to child protection, in particular the high level of training undertaken, is an outstanding feature.
136. Provision for all pupils with additional learning needs is good with outstanding features. The learning support policy provides well co-ordinated and clearly documented provision in accordance with the Code of Practice. Careful consideration is given to the needs of the pupils and the school effectively implements procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning.
137. The inclusive nature of the school ensures that pupils with additional needs are exceptionally well supported by all staff and pupils. The school works very effectively with an exceptionally wide range of professional services to ensure that all pupils receive appropriate support.
138. The school's sensitive awareness to issues of inclusion enables learning support assistants to assist staff in providing good quality support for pupils with

additional learning needs and in so doing allow them full access to the curriculum.

139. Pupils with SEN receive very good support through carefully differentiated tasks in lessons and when they are withdrawn to work in small groups outside the classroom. All staff who work with pupils are involved in helping to set appropriate targets in pupils' individual education plans.
140. The review of individual education plans is regular with updates in accordance with development and consultation with parents. Emphasis is placed on the home/school links in reviewing specific needs and in enabling pupils to make good progress within a positive and encouraging learning environment.
141. The school employs a range of positive behaviour strategies which provide an outstanding level of support for pupils whose behaviour might impede the progress of others. A small group of pupils meet as a friendship group on a weekly basis to explore the skills necessary to ensure positive interactions with other pupils; a high level of specific training has been undertaken by a number of classroom assistants who are consequently very skilled at supporting the few pupils who experience behaviour difficulties, and plans are in place to extend this training to other members of the non-teaching staff. No pupil has been excluded from school for many years.
142. Pupils are supported and guided appropriately and sensitively taking account of their social, educational or linguistic background. The small number of pupils from ethnic minority groups blends harmoniously into the school because pupils are taught to recognise and respect diversity.
143. Appropriate statutory policies are in place to support equal opportunities and race relations. All pupils have equal access to all lessons and activities. Good use is made of PSE, including the use of circle time, to challenge such issues as stereotyping. Books have been audited to ensure they are not stereotypical. Different religions of pupils attending the school are celebrated and their parents are invited to talk to other pupils about their religions. Artefacts and displays around the school reflect the importance placed on equal opportunities.
144. The effective measures in place to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment are evident in the pupils' outstanding behaviour. Questionnaires sent out to parents and pupils about bullying, the 'worry tree' in the corridor and buddies on the playground have all made a positive contribution. In discussions with pupils, they are confident that any bullying would be dealt with immediately.
145. The playground policy decided upon by pupils is also an outstanding feature. All pupils sign a copy of the playground rules and are very aware of the importance of adhering to the playground policy. The implementation of the policy is rigorous and effective in ensuring that playtimes are enjoyable times of the school day.
146. The school ensures equal treatment for disabled pupils. An appropriate accessibility plan is in place and much work has been undertaken to adapt and amend aspects of the school building to ensure that all areas are accessible to pupils and adults. Work to ensure that the school meets the criterion of the Disability Equality Scheme is being undertaken with the support of the LEA.

Leadership and management

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

Grade 2: Good with no important shortcomings

147. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
148. There are clear values, aims, objectives and targets which are promoted by all staff, including non teaching staff, and by the governors. These ensure a very caring ethos and a commitment to equal opportunities and racial equality, which is evident in the life of the school.
149. The headteacher leads and manages the school very well. She provides positive leadership that gives a clear sense of direction to the school. She works closely with the newly appointed deputy headteacher and is ably supported by a committed team of teachers and support staff who work well together as a strong team.
150. The quality of subject leadership is good. Subject leaders are knowledgeable about their areas of responsibility. They manage and lead their subjects well. The diligent work of subject co-ordinators is reflected in the good standards achieved by the school.
151. The school takes good account of national priorities. It has achieved national awards that support the development of basic skills and promote the importance of healthy lifestyles. A breakfast club is available to all pupils each morning and the school is currently working towards the Eco School Green Flag Award. The school is well prepared for the introduction of the Foundation Phase.
152. The school works closely with other providers of education, including the local high school, the consortium of local primary schools and colleges of further education.
153. Work undertaken as part of the consortium of neighbouring schools has included the sharing of good practice in relation to behaviour management.
154. The school's tracking system is well used to set challenging targets for individual pupil attainment. Whole school targets related to standards at the end of key stage 1 were not set for the academic year ending July 2007. However, challenging targets for the current year have recently been set and agreed with the LEA.
155. Procedures for undertaking the performance management of teaching staff are well established. The school ensures that staff have appropriate support and training to meet their targets. The impact of training is evident in many aspects of school life, particularly in the support provided for pupils with additional needs.
156. All support staff have clear areas of responsibility outlined in detailed job descriptions. Formal individual meetings are held annually with support staff to review their previous performance and evaluate the impact of performance on standards achieved. The meetings are effective in identifying development

needs and targets are set for all staff. Support staff undertake extensive training and are well supported by the management of the school.

157. The governing body is very committed and has a good awareness of its responsibilities in setting the strategic direction of the school. They make a significant contribution to both the school's self-evaluation and the SDP.
158. There is a curriculum sub-committee and subject co-ordinators report to the governing body on a rolling programme. Governors visit the school regularly, although formal monitoring of lessons is underdeveloped. Linking governors to specific curriculum areas in order to monitor the quality of provision has been identified as an area for improvement.
159. The governing body meets all its regulatory and legal requirements. All governors have recently completed an accredited training programme.

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

Grade 2: Good with no important shortcomings

160. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
161. The headteacher and subject co-ordinators systematically monitor and evaluate the school's performance through classroom observations, the analysis of data and the monitoring of pupils' work. They are well informed about the performance in those areas for which they are responsible and make good use of the information to identify necessary improvements.
162. The process of self-evaluation is well established within the school. All staff and governors are fully involved in the process which is comprehensive and systematic. The views of parents have been sought both informally and formally, through the use of questionnaires, and have been taken into account as part of the self-review process. Questionnaires and the school council are effectively used to seek the views of pupils and the views of the community are voiced through the governing body.
163. The school's self-evaluation report is accurate and comprehensive. It clearly identifies strengths and areas where improvements are needed. Judgements are made taking good account of measurable performance data and trends over time. However, links between the school's self-evaluation and the SDP are underdeveloped. The school makes insufficient use of its self-evaluation to plan for improvement.
164. The inspection team agrees with judgements made by the school in the self-evaluation report for five of the seven key questions. Where the inspection team awarded a lower grade, many good features were identified but there were insufficient outstanding features to award a grade 1 for the overall questions.
165. The SDP contains detailed action to address areas identified for improvement in the current year. The plan identifies responsibilities, realistic time schedules, cost and success criteria for each target. Appropriate resources are allocated to ensure that targets are achievable. However, the plan does not extend beyond

the current year and therefore provides insufficient strategic direction for the school.

166. Actions taken as a result of work planned within the SDP have had a positive effect. For example, the development of the outdoor areas for the under fives significantly enhances their learning opportunities.
167. The school has achieved significant and measurable improvement in many areas since the last inspection. All the key issues have been diligently addressed in line with the action plan prepared by the school.

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

Grade 2: Good with no important shortcomings

168. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
169. The school has an appropriate number of teachers who are suitably qualified and have a range of expertise and experience which is used well. The pupil/teacher ratio is adequate. An additional basic skills language teacher is also funded by the school to work across all classes in key stage 1. She provides a good link between the classes, as well as additional support for pupils and teachers.
170. The good quality of pupil support provided through dedicated teaching assistants is a strength of the school. They are used well and their expertise has enabled the school to plan its strategies effectively.
171. A range of training opportunities and visits ensure that individual teachers' needs and school priorities are met. All staff benefit from appropriate training. Training is well disseminated and has a positive impact on standards. Induction of new staff is effectively provided by an experienced member of staff.
172. All staff have detailed job descriptions. The school clerk is very experienced and knows the school and parents well. There is good supervision at meal times with all staff aware of issues relating to unacceptable behaviour and emergencies. The school caretaker takes pride in her work and the school is well maintained and clean.
173. There is a regular audit of resources, the result of which is discussed at senior management meetings. The school has appropriate resources to meet pupils' needs in all curriculum areas. In some areas, for example ICT, the level of resource provision is very good.
174. The school makes outstanding use of the accommodation and has made significant improvements to the play areas, in particular the areas designated for the under-fives, are vibrant, creative and conducive to promoting good practices. The main school playground has a large stage area which is well used by pupils throughout the school year.
175. The main school accommodation is supplemented by a high number of classrooms in demountable buildings. There is no water supply in the

demountable buildings. The school makes good use of the large playing field which is situated a short distance from the school.

176. Classrooms are spacious and each has an interactive whiteboard. Stimulative displays help to create an environment which is conducive to learning. Classrooms and work areas show imaginative use of space. The school has a well-stocked library.
177. The planning, preparation and assessment time allocated to teaching staff is well organised and covered by staff who work regularly with the pupils. This ensures that high standards are maintained during this time and there is continuity of provision. Workload initiative funding is well used to provide support for teachers and to reduce their administrative load.
178. Financial management is rigorous. The school remains on course to deliver a small surplus this financial year within very tight constraints. Appropriate priorities are set by the headteacher and the governing body's finance committee. Sound financial protocols have enabled the headteacher to manage the financial implications of the falling rolls competently.
179. The school provides good value for money.

School's response to the inspection

The headteacher, staff and governing body of Bodnant Infants School are delighted that the inspection team has found our school to be a "good school with many outstanding features".

We are pleased that, in the first place, the report pays testimony to the wonderful children that Bodnant serves, in particular pointing to the motivation and enthusiasm of pupils to learn and share ideas as an outstanding feature of the school's work.

Bodnant Infants has always been well known for its strong and supportive relationship with parents and carers. The inspection summary confirms the significance of these links, pointing to the school's dedicated partnership with parents and carers, based on mutual respect, as a further outstanding feature.

The overall quality of the educational provision provided by Bodnant Infants is good with outstanding features particularly in the care, support and guidance of our pupils. For example, a good feature in all lessons is the very good relationship that exists between staff and pupils, which effectively fosters learning.

The inspection team also noted the quality of assessment for both under fives and pupils in key stage 1, indicating both the assessment itself and the school's use of it to promote excellence as good with outstanding features. The level of detail in the school's long and short term planning was also found to be outstanding by the inspectors, who emphasised in particular that all key skills and common requirements are progressively planned for in exceptional detail.

We were pleased to find that the Inspectors noted the overall promotion of pupils' spiritual, moral, social and cultural development as outstanding, especially since, as a school, we feel this is paramount to the Foundation Phase. Following from this dimension, the Inspectors found pupils' behaviour and the way they treat each other and adults to be outstanding. The pupil-directed monitoring of playground behaviour as *Bodnant Buddies* was deemed to be innovative and exemplary.

The report also acknowledges that the pupils across the school make outstanding progress in acquiring bilingual competence, and notes that children are well prepared for the transition to the Junior School.

The inspectors commend the governing body, pointing out that it is very committed and has a good awareness of its responsibilities, particularly in setting the strategic direction of the school.

Overall we are most encouraged that the findings of this inspection recognise the many strengths of our school. It is important to add that this excellent Inspection report has only been made possible through the commitment, skill and expertise of the teaching staff, the quality of provision afforded by our support and ancillary staff along with the involvement and support of our school governors and parents.

During the next few weeks the staff and governors will be producing an Action Plan to build upon the recommendations made in the Inspection Report. All parents will receive a copy of this plan and a summary of the Inspectors' findings.

Everyone at Bodnant Infants would like to extend our thanks to Mrs Williams, the lead Inspector, and her team for their thorough and professional approach throughout the Inspection process.

Appendix 1

Basic information about the school

Name of school	Bodnant Infants School
School type	Nursery and Infant
Age-range of pupils	3 – 7 years
Address of school	Marine Road Prestatyn Denbighshire
Postcode	LL19 7HA
Telephone number	01745 852783

Headteacher	Mrs Helen Vernon
Date of appointment	April 2005
Chair of governors	Mrs Anne Horobin
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	4 – 6 February 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	29	83	76	84	-	-	-	-	272

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	11	1	11.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	15:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	87.2	93.1	93.6
Summer 2007	93.5	94.5	95
Autumn 2007	93.5	94.3	94.2

Percentage of pupils entitled to free school meals	13
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		84		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	8	80	11
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	0	7	81	11
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	0	11	80	8
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	7	63	29
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	0	11	36	52
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	7	43	49
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82.6	In Wales	80.6

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of 6 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 16 lessons or part lessons;
- All classes;
- Acts of collective worship; and
- Extra-curricular activities.

Members of the inspection team had meetings with:

- Staff, governors and parents;
- Senior managers, teachers and support staff; and
- Pupil groups, including the School Council and Friendship Buddies.

The team also considered:

- The school's self-evaluation report;
- 87 responses to parents' questionnaires;

- Comprehensive documentation provided by the school before and during the inspection; and
- A wide range of pupils' past and current work, over all year groups.

The inspection team also:

- Held discussion with pupils about their work; and
- Observed pupils' behaviour throughout the day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1, 2, 4, 5. and 6.
Mr Enir Morgan Team Inspector	Contributions to Key Questions 1, 2, 3, 4 and 7.
Mrs Justine Barlow Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5.
Nominee Mrs Helen Vernon	Contribution to team meetings and provision of documentation

Acknowledgement

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

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