

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

A Report on the Quality of Education in

**Ysgol Bodafon
Ffordd Bodafon
Llandudno
LL30 3BA**

School Number: 6623302

Date of Inspection: 15 January 2007

by

**John Andrew Clark
78725**

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

The inspection of Ysgol Bodafon took place between 15/01/07 and 17/01/07. An independent team of inspectors, led by John Andrew Clark 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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Bodafon Church in Wales Primary School serves the coastal town of Llandudno in Conwy. There are 92 pupils on roll aged between four and 11 and a further 14 children of three to four years old, who attend nursery in the mornings only. Overall there is a reasonable balance of boys and girls although this varies from class to class. A small percentage of pupils, 3%, are eligible for a free school meal and very few families are from socially or economically deprived backgrounds. Almost all pupils are of white British origin and speak English as their first language although, in a small percentage of families, at least one parent speaks Welsh. Approximately 10% of pupils are identified with special educational needs (SEN), including a very small number with a Statement of SEN. Achievement on entry is above normally expected levels overall.
2. The school has achieved the Basic Skills Quality Mark and Investors in People.
3. Over half the teaching staff, including the experienced headteacher, were appointed to this school during the past two years. It was last inspected in 2001.

The school's priorities and targets

4. The school has aims to provide high standards of education and personal development within a strong Christian tradition.
5. Since the headteacher's appointment, the priorities have been to largely focus on developing the role of the curriculum coordinators in developing planning and assessment in all subject areas and in creating an effective staff team. Improvements to the building and resources have also been a high priority for staff and governors.

Summary

6. Bodafon Church in Wales Primary School is a good school. It is a friendly and caring school with a good working ethos. The school is well led and managed and standards achieved by pupils are good. Improvement since the last inspection has been good. The team's judgements agree with the school's views in five of the seven key questions in their self-evaluation. In key questions three and six the school felt it was more effective than the judgements of the inspection team by one grade and in key question four, the inspection team felt there were outstanding features that the school had not identified. Overall, the inspection team felt the school knows itself well.

Table of grades awarded

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

Subjects and/or areas of learning for under-fives

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

	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Physical development	2	1
Creative development	2	2

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
Design technology	2	2
Geography	2	2
Music	2	2

8. The pupils succeed very well in their work regardless of their social and linguistic background. The pupils with SEN make good progress and achieve the targets set for them.
9. The standards achieved in the lessons observed on inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	94%	0%	0%	0%

10. The grades awarded are above the Welsh Assembly Government's(WAG) targets for 2007.
11. The results of National Curriculum (NC) teacher assessment for Key Stage (KS) 1 and KS2 pupils in 2006 are above the national and local average in the

core subjects. The trend in NC assessments since the last inspection varies year on year because of the small number of pupils involved. Results are often above the average for schools with similar free school meal ratios. The percentage of pupils who attain the higher levels in NC assessments in English is higher than average, and above standards in mathematics and science. In 2006, the core subject indicator (CSI) for results in Y6 were 91.7% compared with a national average of 74.3%.

12. The pupils' progress in key skills including communication, numeracy, information and communication technology (ICT), creative and problem solving skills is good with no important shortcomings. However, progress in key skills is not systematically planned for. Pupils' bilingual skills are good with no important shortcomings and they are very well used throughout the curriculum.
13. The pupils' development in learning and personal and social skills is good with outstanding features.
14. The pupils' learning skills are good with no important shortcomings. Pupils are well motivated and work hard. They take a pride in their success and presentation of work is often to a high standard. Although learning skills are at least good, the pupils' knowledge of their own learning and understanding of how well they have achieved in lessons is not well developed.
15. The pupils' behaviour is outstanding. They are polite, considerate and thoughtful towards each other. They have a good awareness of equal opportunities and racial and social issues. They play a good part in the school community although the development of entrepreneurial skills is not as strong.
16. Levels of attendance are good and pupils are punctual and ready for work. Attendance procedures meet statutory requirements.

The quality of education and training

17. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	73%	11%	0%	0%

18. Lessons are well planned and work is generally matched well to the pupils' needs. Relationships are very good and behaviour is well managed. Work is often interesting and fun and teachers involve pupils through motivating story telling and good use of drama and other stimulating techniques. Very good use is made of Welsh in many lessons although some opportunities are missed to promote other key skills. Teachers do not always involve the pupils enough in the purpose of lessons and in discussing their success. Children in the nursery and reception class are well taught in stimulating classroom and outdoor situations.
19. There are comprehensive arrangements for assessing and recording the progress made by children in the Desirable Outcomes and pupils in the NC. Pupils' work is marked regularly and purposefully. All statutory requirements are met. There is some good practise in involving them in assessing their own work and setting targets but this is not consistently promoted through the school.

20. The quality of reports to parents is good. Parents are very well informed through regular meetings to discuss their children's progress and share in setting targets for future achievement.
21. The curriculum is broad and balanced and meets statutory requirements. Work is well matched to the needs of all learners and basic and key skills are promoted well. Welsh culture and heritage is given a suitable profile and bilingualism is promoted well. However, the promotion of key skills are not yet systematically planned for.
22. The curriculum is enhanced by a good variety of educational visits and visitors and involvement in the local community. Extra-curricular activities are good. The involvement of both boys and girls in sporting and musical activities, including the school's rock band, makes a good contribution to their awareness of equal opportunities.
23. The pupils' personal and social education (PSE) is taught well through a detailed scheme and the use of community visitors such as from the nursing, fire and police services. There are outstanding features to the pupils' moral, social and cultural development.
24. The school develops global citizenship and sustainable development and is involved in healthy living projects. The pupils' entrepreneurial and enterprise skills are not yet significantly developed and opportunities for pupils to develop these skills are missed.
25. The quality of care and support is outstanding. The warm and positive ethos of the school successfully supports pupils to become very happy and eager learners.
26. Policies for sex education, equal opportunities and racial equality are well established and known to all staff. The school has appropriate policies for disabled access and equality is promoted well.
27. The partnership with parents is outstanding. Many parents help during the school day. The school has an effective home-school agreement. They raise significant funds for the school and contribute to school development.
28. The provision for pupils with additional learning needs is good with outstanding features. Pupils' additional needs are identified at an early stage and promptly acted upon. The SEN co-ordinator (SENCO) is very knowledgeable and maintains very good records.

Leadership and management

29. The quality of leadership is good. The new headteacher has created an effective team. He has energetically led the re-evaluation of aims and purpose of the school and all staff make a good contribution to shared values.
30. The self-evaluation process is good but there are shortcomings. The staff, parents, pupils and governors contribute well to the process. However, systematic monitoring, particularly of teaching, is at an early stage of development and does not inform some aspects of development planning. Subject leadership is becoming more efficient and has improved since the last inspection. However, the heavy teaching commitment of the headteacher and

limited administrative support time, restricts the development of some whole-school issues.

31. The targets set for school improvement are appropriate. The headteacher has introduced good systems for tracking pupils' progress through school but analysis of this is not yet informing future planning. The school makes good use of local and national initiatives to improve teaching and learning.
32. The governing body fulfils its statutory responsibilities well. The governors take an active role in developing and reviewing policies and have appropriate strategic plans for evaluating their success.
33. Staff are deployed well. The school offers good levels of specialist teaching and makes very good use of teaching assistants and other staff.
34. Teachers make effective use of a good range of good quality learning resources, including ICT. The accommodation is attractive and well maintained, but space is limited, especially for physical education. However, the staff and governors successfully overcome most of these problems by good use of other local facilities. The financial management is very sound. Resources are used effectively to provide good value for money.
35. The school has made good progress since it was last inspected in 2000.

Recommendations

In order to improve further, the school needs to:

- R1 Maintain the good standards;
- R2 Increase the pupils' awareness of their own success in their lessons and understanding of their own learning;
- R3 Improve school development planning to ensure there are clear priorities for the next phase of whole-school improvement;
- R4 Improve the monitoring and evaluation of teaching and of assessment data to more systematically inform the school's self-evaluation, and
- R5 Improve the pupils' entrepreneurial skills and links with industry.

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

36. The findings of the inspection team agree with those of the school's own self-evaluation.
37. The standards achieved in the lessons observed on inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	94%	0%	0%	0%

38. This grade awarded indicates an improvement since the last inspection and exceeds the Welsh Assembly targets for 2007 as good teaching was observed in all classes.
39. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's learning. There are good links between the different areas of learning and effective use made of outdoor education which enables the nursery and reception children to progress well in all areas of learning.
40. The standards achieved in the six subjects inspected, which included the areas of learning for under-fives, are as follows:

Under-fives

Area of learning	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Physical development	2	1
Creative development	2	2

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
Geography	2	2
Design technology	2	2
Music	2	2

41. The school sets targets for NC assessments which provide challenge for the pupils to achieve. They successfully meet these targets and the results are generally above national and local averages. At KS1, the CSI for 2006 was 83% against an average of 80% and at KS2 was 91.7% against a national average of 74.3%. Results vary from year to year because the small size of the school means year groups are often small, but overall standards are above average and at least as good as those of similar schools.

42. More able pupils do well in English at both key stages with a high proportion attaining above average levels in assessments. This is less consistent for mathematics and science, particularly at KS1. In 2006 there were no pupils who achieved a higher level in science at KS1.
43. Overall, pupils' progress is at least satisfactory and often good throughout the school. The school uses a range of reading and mathematics tests to assess standards, although systems to track pupils' progress systematically from the time they start school to when they leave have only recently been introduced.
44. Slow learners, including those with SEN, make good progress and sometimes very good progress in relation to their age, ability and the targets set in their individual education plans (IEPs). Pupils with SEN benefit from very effective early intervention and support in both key stages.
45. Pupils' achievement in their key skills is good. The pupils' listening and speaking skills are consistently good. Their reading skills are good as they read with fluency and depth of understanding at both key stages and make effective use of reference skills by Y6. Writing skills are good and often better. The pupils' use of ICT is good throughout the curriculum. Pupils are particularly good at using spreadsheets to solve problems and word processing skills are well developed. Mathematical skills are used well in science and design and technology. Pupils' creative skills are good. Pupils make good use of drawing skills in subjects such as geography and design and technology. Singing and performance skills are used well in presentations for many subjects and acts of collective worship. Bilingual competence is well developed. Pupils ask questions of their own as well as answering the teachers' questions in Welsh.
46. The pupils' learning skills are good with no important shortcomings. Pupils are well motivated and work hard. They take a pride in their success and present work well. The pupils understand what they are doing, but they do not often discuss how well they have achieved in their lessons. Although all learning skills are at least good, the pupils' use of strategies to work collaboratively and higher thinking skills are less well developed.
47. The pupils' behaviour in lessons and throughout the school day is good with outstanding features. The school is an orderly community where pupils are considerate, courteous and behave in a friendly manner towards each other, all staff and visitors. They understand the standards of behaviour expected of them and act responsibly, demonstrating a sense of pride in themselves and their environment. There have been no exclusions in the 12 months prior to the inspection. The overall behaviour has a positive impact on the progress made in lessons and the work of the school.
48. The pupils' personal and social development is good and is an outstanding feature of the school. Pupils' spiritual and moral development is enhanced through the very good quality of whole-school assemblies and the overall ethos of the school. Pupils reflect on their lives through class worship and periods of prayer. Discussions with the pupils at break times, members of the school council and other pupils indicate that they have an excellent awareness of equal opportunities, tolerance and a respect for diversity. They learn at an early age to recognise positive qualities in themselves and others and treat everyone with respect.

49. Pupils achieve good levels of attendance. The average attendance for the three terms before the inspection was 95.6%. Registration arrangements meet statutory requirements. Pupils are punctual and eager and ready to work. In the nursery and reception class the children quickly settle to a good range of activities and parents are welcomed.
50. Pupils participate fully in the life and work of their community and this is an outstanding feature of the school. The extensive range of visits to places of historical and cultural interest makes a good contribution towards broadening pupils' understanding of their community, although they do not often take initiatives for organising and managing their contribution.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

51. The judgement of the inspection team matches that made by the school in its self-evaluation.
52. The quality of teaching observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	73%	11%	0%	0%

53. Teaching for children under-five is good. Activities are well planned to stimulate and challenge all abilities and to promote increasing independence in learning. The teamwork between the teachers and teaching assistants makes a good contribution to the effectiveness of teaching for under-fives and throughout the school. Lessons are marked by the teachers' lively imagination and high expectations. This is particularly evident in the very good use made of outdoor activities. Regular use of incidental Welsh is a further strength for teaching of young children.
54. The quality of lesson planning at KS1 and KS2 is good overall. The expectations for pupils with different abilities are consistently planned for and often very well defined. In most lessons opportunities to promote the key skills are clearly identified. The purpose of the lesson is made clear but teachers miss opportunities to involve pupils in assessing their own success in achieving the objectives of the lessons.
55. The teachers establish outstanding relationships with the pupils based on mutual respect and good humour. There are considerable levels of trust within the school community.
56. The best lessons are imaginative and well planned to develop learning especially thinking skills. Teachers challenge pupils through open questions and take every opportunity to involve pupils in contributing to their own improvement. They have high expectations for pupils to think for themselves and provide them with strategies to help. Teaching assistants make a very good contribution to teaching across the school.

57. The teachers make good use of ICT in many lessons. They use the interactive whiteboard to make explanations clearer and to provide shared activities. Art work and photographs from the Internet and CDs help pupils understand ideas in art, geography, history and music. Very good use is made of recording equipment in music.
58. Bilingual skills are taught well. Teachers regularly converse with pupils in Welsh and make full use of established routines around registration and the start and end of the day. Displays of interest and of pupils' work are routinely labelled in Welsh. Pupils' experiences in Welsh, for example '*Helpwr Heddiw*' (Today's Helper) promote the language in school and develop speaking and listening skills which are transferred to other areas of the curriculum. Incidental Welsh is used effectively throughout the day in all classrooms and during play time.
59. The quality of teaching of pupils with SEN is consistently good with no important shortcomings. The school makes very good use of the skills and knowledge of the part-time SEN teacher.
60. The IEPs of pupils with SEN include language targets, and pupils are aware of their targets, and try hard to achieve them.
61. The procedures for assessment are good. They meet statutory requirements. The school uses a wide range of tests and assessment for all subjects. The assessment procedures are closely matched to the subject planning. Procedures for tracking pupils' progress are now being developed by the new headteacher. Work is marked well and pupils are guided as to how they can improve their work although are not sufficiently involved in this.
62. The school's arrangements for assessing and recording the needs of pupils with SEN are good. Parents are happy with the system of visiting school to discuss their child's progress.
63. The policies and procedures to successfully promote equal access and opportunity for all pupils are an outstanding feature of the school. Teachers and support staff work in partnership in the planning of lessons and have very good knowledge of their pupils. This ensures that in every classroom there is equal opportunity for all. There is very careful attention to differentiation of tasks so that pupils of all abilities are consistently engaged and are developing at an appropriate level and pace.
64. There is very good promotion of equal opportunities to actively address issues of gender and race. Displays are ethnically diverse and content is chosen to avoid any gender bias or stereotyping. Both boys and girls sit in mixed groups and are encouraged to play netball, hockey, cricket and football in mixed sports teams.
65. Parents and carers are very well informed about their child's progress. Pupils' end of year reports are informative and evaluative and give a clear guide of how well the child is progressing and what is needed to maintain progress.

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

Grade 2: Good features and no important shortcomings

66. The inspection team did not arrive at the same judgement as the school in its self evaluation report, the school having given the key question a Grade 1. The inspection team felt that aspects of this key question, such as developing entrepreneurial and other skills needed to support economic development were not as strong as the school considered them to be.

The extent to which learning experiences meet learners' needs and interests

67. The curriculum meets learners' needs well in KS1 and KS2. The school provides a broad and balanced curriculum which meets statutory requirements.
68. The school has been awarded the Basic Skills' Quality Mark. Teachers provide some opportunities for the development of key skills but planning lacks co-ordination.
69. The school provides a good range of extra-curricular activities including residential courses, which enhance pupils' knowledge and skills. Teachers provide very good opportunities to participate in local activities and there are strong links with the nearby comprehensive school. The school band has performed in the Llandudno Extravaganza as well as in the North Wales Theatre.
70. All pupils, whatever their background or ability have access to a broad, balanced and rich curriculum. Bilingualism is a good feature and is integrated into the life of the school.
71. The provision for moral, social and cultural development is good. The headteacher and staff are successful in creating a calm, caring and supportive environment where pupils feel secure and respected. There are outstanding features to the moral provision through very reflective acts of collective worship and opportunities for prayer and reflection. The school works well with parents to teach pupils the difference between right and wrong.
72. Planning for the development of PSE is good. It ensures that opportunities permeate the curriculum. Circle time is also well planned throughout the school.
73. The *Cwricwlwm Cymreig* is well promoted through curriculum subjects and through the educational visits pupils make. These include studying the locality, visiting Rowen, visits to Oriel Mostyn, surveys in Llandudno and Chester.
74. There are productive links with other primary schools for enhanced opportunities in games and joint events. The Comenuis project is also an addition which enhances pupils' awareness on an international dimension.
75. Teachers pay good attention to pupils' healthy development through a healthy eating programme.
76. The school has very strong links with parents and carers. Parents enthusiastically support all school events and activities. Many parents regularly volunteer to help in daily classroom and sporting activities.

77. Parents are kept well informed through weekly newsletters, curriculum evenings, pupil reports, the school prospectus and the annual report to parents.
78. A constructive home/school agreement is in place that has been well received.
79. The school enjoys successful working partnerships with other schools in its locality, especially the nearby secondary school in which pupils transfer. Arrangements for the transfer of pupils are good and Y6 pupils look forward to secondary school.
80. The school's partnership with industry is underdeveloped.
81. The school addresses social disadvantage in a very positive manner. Adults actively encourage all pupils, regardless of personal circumstances, gender, race, background or ability, to participate in all the school's activities. A caring and supportive ethos is evident in relationships. As a result, pupils demonstrate a respect for each other and for the adults who help them.
82. The school has achieved the second leaf of the Healthy School award and is now embarking on the third. The school is currently involved in the re-cycling of its milk bottles and tops to raise funds for the disabled. The pupils are proud of their school environment and locality and want to contribute to the care and development of their surroundings.
83. Opportunities to develop pupils' entrepreneurial skills are often missed.

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

Grade 1: Good with outstanding features
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84. The judgement of the inspection team exceeds that made by the school in its self-evaluation as several outstanding features were identified.
85. Pupils enjoy coming to school and it is a happy, caring community where pupils are valued and supported. The school provides very good quality personal guidance to its pupils and this is reflected in their attitudes towards the school and the relationships with staff members. This is an outstanding feature and has a positive impact on pupils' personal development.
86. All staff know the pupils well and are aware of their background. The personal and pastoral care arrangements are very effective and are a strength of the school's provision. After school clubs are well organised and supported.
87. The school has developed an outstanding working relationships with parents and carers. Communication with parents and carers is regular and effective, with the school responding positively to suggestions and promptly to complaints or any issues raised. Parents are very supportive of the school and there is a range of strategies in place to include parents in the life of the school. They receive a comprehensive school handbook, weekly informative newsletters including information on class termly topics, and parents' evenings and open days. The home/school agreement informs everyone of their responsibilities and meets statutory requirements. There is regular daily contact with parents of pupils of all ages. All parents who expressed a view on the school were very positive about the partnership with school.

88. The support for pupils with SEN is good with outstanding features. Learning needs are very effectively diagnosed and good programmes based on IEP targets are followed through. Specialist teaching for small groups of pupils with learning difficulties are of a very high standard and supported by excellent record keeping of progress. A particular strength is the way this work is often linked to the pupils' classroom work.
89. Registration periods are undertaken appropriately and the whole process of registration meets statutory requirements. The management and monitoring of behaviour are effective. These initiatives have an overall beneficial effect on pupils' progress and confidence and help them thrive in a caring and supportive environment.
90. There is a good range of policies and guidelines in place to ensure the general safety and well being of pupils. The headteacher is the trained child protection officer and all staff are briefed on protocols and procedures as outlined in the school's child protection policy. Teachers and support staff are fully aware of their responsibilities relating to the learners' safety and well being and carry these out well, ensuring a safe and pleasant environment.
91. The promotion of health education is good within the school. The school has recently embarked on a healthy schools project and effectively promotes the healthy development, safety and well being of pupils. Despite the limitations of the small hall and limited outdoor facilities, the school actively promotes physical activity and exercise through regular use of secondary school facilities and running and other sports clubs at lunchtimes and after school.
92. There are clear policies in relation to equal opportunities, racial equality and diversity and these are well implemented. Aspects of these areas are discussed within the teaching of religious education, PSE and in assemblies.
93. The school provides appropriate guidance and good support for disabled pupils and seeks additional support when required. A notable feature is the way in which the school promotes an ethos of tolerance and understanding which ensures that such pupils are not unfairly treated. The school provides outstanding personal support to all pupils, which is greatly appreciated by the parents and carers.

Leadership and management

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

Grade 2: Good with no important shortcomings

94. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation
95. The overriding vision and sense of purpose of the school are very evident in its relationships with parents, carers, pupils and all those with an interest in the school. This has been maintained well since the last inspection despite the high turnover of staff during the last two years. The headteacher's commitment to the school sets a high standard, although it places a heavy demand on his time.

96. An outstanding feature of the school is the expression of clear aims and values which guide all the school's development and strategic planning. The headteacher has worked with governors to systematically review these aims and communicate this well to parents. Many of the school's policies have been reviewed, particularly those relating to the curriculum. The school has clear aims and policies that focus on pupils' individual needs and there is a high priority given to raising pupils' standards of achievement.
97. The school is progressive in its outlook and takes full advantage of local and national initiatives. For example, the school has gained the Basic Skills Agency Quality Mark accreditation and the Investors in People award. Both have significantly influenced the work of the school and the reports are very positive about procedures and systems in place.
98. There are now thorough and purposeful arrangements for the professional development of teachers and support staff. These are fully focused on the requirements of the school improvement plan.
99. The day-to-day management arrangements are effective and the school runs smoothly.
100. The governing body fulfils its statutory responsibilities well. The governors have a thorough understanding of policies and their implementation. They have not been significantly involved in planning priorities for future improvement. The governors' commitment to the professional and pastoral well being of staff and pupils is also a strength.

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

Grade 3: Good features outweigh shortcomings

101. The school judged this key question as Grade 2, However the inspection team felt that procedures for evaluating the quality of provision and standards were not yet securely implemented and future planning is at an early phase of development.
102. The headteacher made an initial evaluation of the quality of provision on his appointment two years ago. He accurately identified the need to develop the staff's role in leading and managing the curriculum as a major priority. He has successfully created a team of teachers who are now much stronger in this area and this is impacting on pupils' learning. The staff are now more rigorous in assessing their subjects and implementing new ideas.
103. The self-evaluation is largely accurate because of the close team work but is too detailed and complex in some areas and there is not enough first-hand monitoring to support judgements in others. The procedures to ensure regular and useful monitoring of teaching and learning are not yet established fully. The headteacher has very limited time to work with staff in taking this further because of a significant teaching commitment and limited administrative support, although there has been improvement since his appointment.
104. The self-evaluation and school development planning is generally informed by the views of parents, pupils and others, but again procedures to gather and

evaluate views are not systematic and rely heavily on the work of one or two people. The headteacher has developed a very good system to track pupils' progress which is currently being trialled throughout the school.

105. The priorities for improvement in the school development plan (SDP) are clear and often straightforward. They are largely the result of the headteacher's initial evaluations and have largely been achieved. Over the last few years a wide range of initiatives have been introduced and these are all monitored and evaluated.

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

Grade 2: Good features and no important shortcomings

106. The judgement of the inspection team matches that made by the school in its self-evaluation.
107. There are sufficient numbers of well-qualified teachers who possess a good range of specialisms to provide for the needs of pupils at the school. The teachers' planning, preparation and assessment (PPA) sessions are organised appropriately and covered by an additional teacher. All work purposefully as a team to provide a secure, happy and industrious environment for all pupils. Support assistants including those for under-fives successfully support teachers and pupils throughout the school day. They are highly valued members of the school community.
108. Administrative staff are skilful and make a valuable contribution to the school community. However, there is not enough clerical time to allow senior management enough opportunity for improving monitoring and evaluation procedures.
109. Overall the provision, quality and accessibility of learning resources throughout the school are good and appropriate to pupils' age and needs. Recent spending decisions made by the headteacher and the governing body, including those on interactive white boards, have proved to be beneficial to pupils. The provision for under-fives includes a wide range of outdoor attractive and stimulating resources which are used well.
110. The school makes good use of limited accommodation. There has been good improvement since the last inspection, especially in the addition of an information technology suite. Play space and room for physical education are restricted but staff and governors work hard to ensure facilities are safe and well managed. As a result of staff commitment the statutory requirements for the NC are met, including physical education.
111. The management, training and deployment of teaching and support staff are good and impact on the quality of learning. All support assistants who have designated responsibilities either with individual pupils or the general school, work efficiently with teachers and support pupils well.
112. Financial management is good. Overall resources are efficiently managed and the school provides very good value for money.

Standards achieved in subjects and areas of learning

Under-fives

Language, literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

113. The high priority given to continuous, purposeful interaction between adults and children effectively promotes and develops good standards in speaking and listening. Children express opinions confidently in whole-class and in small group sessions. They are developing skills to answer and ask questions clearly. They respond well to ample opportunities to express their thoughts and explore meaning.
114. Children listen well to stories, sharing language games and rhymes. They concentrate and listen well to stories and rhymes. During very good outside role-play activities, they talk well about the animals in a farmyard and the role of a farmer.
115. Children make good use of the opportunities to use pencils, crayons and pens in the writing corner. Children take every opportunity in developing their 'mark-making' skills and 'write' at length in their role-play. Children are developing a good awareness that written symbols have sound and meaning. In nursery the majority recognise their name and write it on their work.
116. All children enjoy sharing books with an adult and in discussion children can sequence events well and confidently retell well-known stories. Reception children make good progress in their recognition of letter sounds. They discriminate and identify sounds at the beginning of their name and that of others. In small adult-directed groups, children develop their listening skills and identify a variety of sounds through the good use of ICT.
117. The majority of the children, by the end of the reception year, develop good reading skills. In discussion, they describe the role of an author and illustrator, identify the title of a book and are able to read using phonic knowledge and word-recognition skills. They make good progress in spelling increasingly complex words.
118. Bilingualism is very successfully introduced and the majority are beginning to respond to a wide range of everyday commands. Children consistently sing songs and number rhymes and count in Welsh, whenever directed. They independently ask simple questions in Welsh in the reception year and talk to each other in Welsh.

Shortcomings

119. There are no important shortcomings.

Personal and social development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

120. Children in nursery and reception develop a good awareness of their own needs and those of others. They leave their parents without fuss and follow well-established hygiene routines throughout the day. All are happy and secure in their environment and build up very good relationships with staff. They work together contented in small groups around teacher-directed activities or in individual play.
121. All children's behaviour is very good and they co-operate effectively in all aspects of their work and play. They have a growing understanding of what is right and wrong, sharing equipment and helping each other and make very good progress in developing a respect for rules. All children make very good progress in learning to take turns and wait patiently until directed. Children are very supportive of each other and demonstrate a caring, sensitive, attitude to one another. They are eager to demonstrate and share their feelings and achievements with adults.
122. All children know the importance of listening carefully, demonstrate very good attitudes towards their work and respond very well to routines and new learning experiences. Children are highly motivated and stimulated to give of their best at all times. The majority of the children are developing a good ability to concentrate in table-top activities for lengthening periods of time and their work increases in accuracy. Many already demonstrate responsibility for selecting and clearing away resources. All children demonstrate good routines of behaviour and know the safety rules, when outside in the secure outside environment, whether in play or in adult-directed sessions.

Shortcomings

123. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

124. Children's understanding of number is developing appropriately through consistent oral work using songs and rhyme. By the reception year they recognise and count numbers to five and match the symbols accurately, many are able to count and use numbers beyond. One-to-one correspondence develops very well and some children print sets of numbers up to ten. Most understand terms such as 'bigger', 'smaller', 'longer' and 'shorter' and explain the difference well. In discussion, children know the terms 'more than' and 'less than' and give precise answers when directed. Children consistently match, sort and sequence by colour, shape and size well. Children sort farm animals by shape and size successfully. They investigate the size of each other's footwear. In the stimulating outside environment, using sand and water they use good comparative language.

125. Children are beginning to use positional number as part of their daily routines. Children know whether they are first, second or last in the line. Children are developing the ability to use numbers and mathematical language accurately in a range of formats. Children use money to in their role-play and their understanding of the concept is developing well.

Shortcomings

126. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

127. The majority of children study objects around them very carefully and develop good observational skills for very fine detail. Good observation skills are evident in their paintings from an autumn walk and portraits using ICT. In discussion, children know that we are not all the same but each one of us is very different.
128. They recognise, name and identify colours in a variety of formats. They discuss colours in Welsh and English. All children understand that living things should be treated with care and concern. They successfully name the animals that are in the farm and have a very good knowledge of the care needs of domestic and farm animals.
129. Children begin to develop a very good awareness of the sequence of their day in school. They retell past events well and have a good idea of the difference between week days and the weekends. In discussion, children name some healthy foods and explain why eating some food could damage their teeth.
130. Children know the need to wear appropriate clothing for different occasions and are aware that uniforms serve different purposes. Many visitors, including fire-fighters, doctors and even air pilots, develop their knowledge and understanding of people and their jobs.
131. Children are developing skills and use computers appropriately. They successfully develop good manipulative skills to operate the mouse and to select sound or visual effects.

Shortcomings

132. There are no important shortcomings.

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 1: Good with outstanding features

Outstanding features

133. In the reception year children have a very good understanding of the purpose of a warm-up and the effect it has on their muscles and heart.

134. The quality of the children's movement in dance is very high. They hold interesting shapes with strength and purpose and balances are very well controlled.

135. The children are self-critical and aware of how they can improve their work.

Good features

136. Children's fine manipulative skills through using pencils, paintbrushes and small tools such as glue sticks and scissors are developing with increasing confidence. Safety is always a high priority. Staff guide children in correct usage and handling, resulting in the high standard of children knowing what is expected of them. Children make good progress in skills such as folding, moulding, pasting and building for a variety of purposes, including manipulative use of the mouse when using the computer.

137. Children are developing very good spatial awareness and all experiment with change of pace and physical effort during their physical development sessions in the school hall. Children are developing an awareness of the health and safety issues in this area. Children's large movement skills are developing very well as they push, pull and pedal wheeled vehicles with increasing confidence and ability. They change and share vehicles, and follow the designated route responding to an adult's signals appropriately.

Shortcomings

138. There are no important shortcomings.

Creative development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

139. All children demonstrate good progression and independence in their creative work and they begin to experiment with a wide range of materials, media and textures. They develop confidence, and explore the use and mix of colour to express their ideas, representing what they have seen. For example, during a hand and foot printing session, they know how to make the colour orange by placing a yellow print on top of a red one. They confidently explain the process to an adult.

140. Children paint confidently using bold brush strokes. They represent themselves well in their portrait pictures. Children consistently develop their creativity and use their independent decision-making skills well, choosing colours and different materials to make their pictures of mini-beasts. They create patterns by weaving papers using a simple loom, showing a good awareness of contrasting colours.

141. Children enjoy singing a good range of activity songs in both Welsh and English and recall words and tunes well.

Shortcomings

142. There are no important shortcomings.

English

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

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

Good features

143. Pupils in both key stages make good progress in speaking and listening. They listen well to their teacher and to each other in whole-class situations and during less formal pair and group activities. In KS1, pupils listen attentively to explanations of words and how they can extend their sentences when speaking. They make predictions and answer questions with increasing confidence.
144. In KS2, pupils listen well and maintain high levels of concentration during whole-class discussions. Pupils speak confidently and ask relevant questions. In Y4, for example, pupils speak with clarity and good diction when discussing the character of Rumpelstiltskin. In Y6, they make interesting presentations on a range of subjects sometimes using ICT.
145. In both key stages, pupils read well showing an interest in the books they read.
146. Pupils in Y1 and Y2 read with expression and good understanding for different genre and styles of text. They know how to interpret punctuation, including commas, exclamation and question marks to interest the listener. They understand the term 'adjective', and can use it to describe their own characters in a fairy story. Pupil reading skills develop well through structured reading opportunities, such as group reading sessions, and reading to teachers, learning support assistants and volunteer adults.
147. In KS2, pupils read with fluency and good expression from self-chosen books. They read multi-syllable words like 'adventurous', 'handsome', and 'costume' without difficulty. In Y3 and Y4, pupils have a good understanding of the motives of characters in a story and make good inferences from the text. In Y5 and Y6, pupils have a very good understanding of the relationships between suffix, prefix and root words and use this knowledge well to understand more complex texts. The pupils make good progress in using referencing skills and they find information very quickly through individual research from books and the Internet.
148. Pupils' progress in writing is good through both key stages.
149. In KS1, pupils make good use of prompt cards and writing frames and lists to support their writing skills. The more able pupils sequence sentences and begin to use basic punctuation accurately. Pupils use a framework as the format for writing poems. They use a good range of different sentences to start fairy stories to grip the reader from the beginning.
150. In their writing, pupils across both key stages develop a very good grasp of grammar, and use the standard forms such as verbs, pronouns, adjectives and nouns in a range of genre. They develop a very good vocabulary for discussing all aspects of literacy. By Y6, many pupils identify imperative verbs and causal connectives and more able pupils understand the meaning of rhetorical questions. They use this knowledge to write lively and interesting reports and accounts.

151. Across both key stages, they use their writing skills well through ICT to develop written work. They make good use of the interactive whiteboard to read a variety of texts during whole-class and group tasks.
152. The majority of pupils develop a neat, cursive style of handwriting, which is fluent and legible.

Shortcomings

153. There are no important shortcomings.

Welsh second language

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

Good features

154. Staff and pupils make good use of incidental Welsh throughout the school day. Pupils have a growing awareness that Welsh can be used for a range of purposes.
155. All pupils join in enthusiastically with songs and rhymes in Welsh. They are familiar with hymns and prayers that they use as part of their daily routines including assemblies.
156. In KS1, pupils develop a good range of vocabulary, including colours, clothes and food. They interchange familiar phrases appropriately when describing objects and correct each other when mistakes are made. They use simple phrases and sentences correctly when greeting each other.
157. In KS2, pupils extend their range of Welsh vocabulary and sentence patterns as they write for a variety of purposes. They use the present tense to write profiles about themselves and their favourite party foods and complete weather charts.
158. Pupils make good use of audio-visual resources and ICT applications to extend their knowledge and skills of Welsh. For example they have access to '*Paent Gwlyb*' books through the interactive whiteboards. These programmes improve pupils' oracy and reading skills by being interactive and visual. The effective support given by the '*Athrawes Bro*' strongly promotes the development of pupils' language skills and has a positive impact on standards.
159. Key Stage 1 pupils show a good grasp of several sentence patterns in the short pieces they write in response to various stimuli. They label correctly and their spelling of familiar words is good as they write about likes and dislikes.
160. At KS2, pupils use appropriate sentence patterns and write for a variety of purposes. They use the present tense to write profiles about themselves, and their favourite party foods and complete weather charts.
161. There is a clear progression from KS1 to KS2 and KS2 pupils' enthusiasm for and confidence in the language grows. Their levels of understanding and their pronunciation and intonation skills develop well. '*Tocyn Iaith*' has been introduced and this has had a great impact on the pupils' use of incidental Welsh and has improved the pupils' language. Pupils perform the '*Helpwr*

Heddiw' duties as monitors conscientiously. They exchange greetings, describe their feelings and give commands.

Shortcomings

162. There are no important shortcomings.

Design technology

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

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

Good features

163. In both key stages, pupils work effectively in groups to design and complete pieces of work. Design and technology activities are well organised. Pupils show good skills in planning, designing, researching, making and evaluating.
164. In KS1, pupils have developing knowledge and skills in drawing, folding and creating simple mechanisms such as hinges. They select materials, discuss methods of joining, design and evaluate their products.
165. Their knowledge and skill of joining different fabrics and materials, including the skill of sewing are good. They make hand puppets with a variety of designs.
166. In KS2, pupils continue to develop their sewing skills including using running and back stitches when making slippers. There are good examples of good investigation on their purpose and use.
167. When designing and making biscuits they demonstrate a good awareness of keeping clients' preferences in mind, the appearance of the product and the need to produce a quality item. They are also well aware of the importance of hygiene and safety.
168. Key Stage 2 pupils design and make a vehicle, which has a simple moving mechanism. They apply their knowledge well to construct and test their models.
169. In Y5 and Y6, pupils use software to compare the mechanism for moving toys. They record their class work well in compiling project books.
170. Pupils at KS2 develop good cross-curricular links between design technology and history and ICT. Pupils use tools and equipment safely and consider the hazards and risks in their activities carefully.

Shortcomings

171. Pupils' skills in testing products against the initial design specification and to identify improvements are limited in KS2.

Geography

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

Good features

172. Pupils make good progress in developing their ability to observe and collect information in the field. They make good use of maps in a variety of scales and apply appropriate vocabulary to their geography studies.
173. Key stage 1 pupils develop a good understanding of the school and immediate vicinity through first-hand observation; they explore, name and record a variety of features whilst walking around the locality. The pupils produce appropriate maps and plans of the area and their school using keys.
174. Year 1 and Y2 pupils compare maps of Africa and Great Britain. They correctly locate Wales and their own area. The pupils have a good knowledge of the Gambia. They compare houses, food and climate and make good use of ICT in gathering information. This enhances their level of achievement and understanding significantly.
175. Key stage 2 pupils continue to make good progress in mapping skills and use a variety of Ordnance Survey and other maps well. They draw and make maps in a variety of scales using symbols and keys. They also make three-dimensional maps and plans based on their studies of the nearby beach. Pupils compare and contrast the benefits of using aerial photographs to those of a map. They use good enquiry skills to explore and record the changes made to their school environment over time.
176. Pupils have a good understanding of physical geography and they make good use of accurate technical terminology. They plan their own investigations with field diagrams and quadrants. They make effective use of data handling ICT programs to support their work.
177. Throughout the school pupils are making steady progress in understanding the impact of human action on their environment and are beginning to explore the possible impacts of global change.

Shortcomings

178. There are no important shortcomings.

Music

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

Good features

179. Pupils in both key stages develop good, well-integrated skills of listening, appraising and performing.
180. Throughout the school, pupils use music terminology correctly and appropriately.

181. In KS2, pupils are proficient in using instruments to play different pitched notes together. They listened to each other's compositions carefully and make positive suggestions for improvement.
182. Supported by peripatetic music teachers, a significant number of KS2 pupils learn to play percussion and stringed instruments well. A good feature of the school is that their band plays in various venues in the locality. They have performed at the North Wales Theatre, The Llandudno Extravaganza and in the Urdd Concert.
183. Pupils sing well. They have clear diction and maintain a tune well when singing in two or more parts. The '*Cwricwlwm Cymreig*' is re-enforced with the singing of good Welsh folk songs and hymns.
184. Pupils listen attentively to a wide range of music with obvious enjoyment and participate with enthusiasm.

Shortcomings

185. There are no important shortcomings.

School's response to the inspection

The governors and staff welcome the findings of the report and would like to thank the inspection team for their professional approach and manner throughout the inspection. We are very pleased that the report found Ysgol Bodafon to be a good school and that it is a friendly and caring school with a good working ethos. The report states that standards throughout the school are good with some outstanding aspects and of this we are extremely proud. The report also recognises the enormous contribution made by the quality of teaching and the support we get from the Church, parents, governors and wider community. We are delighted the inspectors found that the care, guidance and support for learners to be outstanding. An action plan will be put in place to address the recommendations of the report. The school is already planning initiatives for pupils to raise awareness of their own learning and plans are already afoot to improve the monitoring and evaluation of teaching.

Appendix 1

Basic information about the school

Name of school	Ysgol Bodafon
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Bodafon Road Llandudno Conwy
Postcode	LL30 3BA
Telephone number	01492 547996

Headteacher	Mr Ray Miles
Date of appointment	January 2005
Chair of governors	Rev Cannon R H Griffiths
Registered inspector	Mr Andrew Clark
Dates of inspection	15 -17 th January 2007

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	7	16	12	16	11	14	16	17	99

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	4.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	15:1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn	87.9	96.7	95.3
Spring	87.9	91.1	92.7
Summer	85.9	96.	95.2

Percentage of pupils entitled to free school meals	3
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 2006			Number of pupils in Y2:		12		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	17	50	33
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	0	17	33	50
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	0	17	58	25
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	0	0	75	25
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	0	83	17
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	0	100	0
		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	83.3	In Wales	80.9

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		12						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	8	33	58
		National	0	0	0	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	0	8	67	25
		National	0	0	0	0	0	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	8	50	42
		National	0	0	0	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Teacher Assessment			
In the school	91.7	In Wales	74.3

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of 10 inspector days in the school and met as a team before the inspection. The school nominated the headteacher to join the team.

These inspectors visited:

- 18 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 before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 28 responses to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Andrew Clark Registered Inspector	KQ 1, 2, 5, 6 Under Fives English Geography
Gwynoro Jones Lay Inspector	KQ 4 and contributions to all other KQ
Lowri Evans Team member	KQ 3, 7 Welsh as a second language Design technology Music
Ray Miles Nominee	Contributions to all KQ through team meetings and discussions

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.

Contractor:

EPPC/Severn Crossing Ltd
Suite H
Britannic House
Llandarcy
Neath
SA10 6JQ