



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Bodnant Community School  
Nant Hall Road  
Prestatyn  
Denbighshire  
LL19 9NW**

**Date of inspection: May 2013**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Bodnant Community Primary School, formed in January 2012, is an amalgamation of the former Bodnant Infant and Junior Schools. Currently the school continues to operate on the two separate sites, although there are plans to build new classrooms on the junior site to accommodate all pupils.

The school is in the seaside town of Prestatyn on the North Wales coast. There are 436 full-time pupils from four to 11 years of age in 17 mainstream classes. A further 60 part-time pupils attend the nursery either for a morning or an afternoon session.

The majority of pupils come from homes that are neither significantly advantaged nor disadvantaged. Fourteen per cent of pupils are eligible for free school meals, which is below the Wales average. Very few pupils come from ethnic minority backgrounds. Nearly all pupils speak English at home, but a very few speak Welsh as their first language. Twenty eight per cent of pupils have additional learning needs and a very few have statements of special educational need. A very few pupils are looked after by the local authority.

The current headteacher, who was previously head of the infant school, was appointed when the two schools amalgamated. The previous inspection for both schools was in 2008.

The individual school budget per pupil for Bodnant Community School in 2012-2013 means that the budget is £3,273 per pupil. The maximum per pupil in the primary schools in Denbighshire is £9,659 and the minimum is £3,064. Bodnant Community School is 48th out of the 52 primary schools in Denbighshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The current performance of the school is adequate because:

- older pupils in key stage 2 now achieve good standards overall and the attainment of more able pupils has recently improved;
- pupils' listening skills are well developed;
- nearly all pupils are polite, well-mannered and considerate;
- behaviour is very good; and
- good relationships with all staff help engage most pupils' interest in their learning.

However:

- overall standards at the end of Year 2 in the Foundation Phase are declining;
- the ability of older pupils in the Foundation Phase and younger pupils in key stage 2 to apply their literacy skills in topic work is limited;
- pupils' numeracy skills are underdeveloped across the curriculum; and
- the wide variations in the quality of teaching limits pupils' achievements in around a half of classes across the school.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- staff have clearly-defined roles and responsibilities which most work hard to fulfil;
- many teachers with management responsibilities focus well on bringing about improvements in their areas of responsibility;
- the governing body meets its statutory requirements and is active in holding the school to account;
- there is a wide range of beneficial partnerships, which have a positive effect on pupils' wellbeing; and
- the budget is well managed and targeted appropriately on delivering school priorities.

However:

- there is still no common whole-school identity across the two schools to foster consistent policy and practice across both sites;
- the management of change has no clear direction and frequently does not have a positive impact on raising standards consistently across the school; and
- performance management arrangements for teachers fail to address adequately the wide variations in the quality of teaching.

## Recommendations

- R1 Raise overall standards by the end of the Foundation Phase
- R2 Improve pupils' ability to apply their literacy skills across the curriculum in lower key stage 2
- R3 Raise standards in the application of numeracy skills across the school
- R4 Create a whole-school identity with consistent policy and practice across the two sites
- R5 Set teachers performance management targets to address the variation in the quality of teaching
- R6 Develop effective self-evaluation arrangements to identify clearly a manageable range of priorities for improvement, and monitor and evaluate progress against these

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Most pupils have good listening skills and they concentrate well in lessons. They listen well both to their teachers and their peers. Speaking skills are developing well in most lessons. Older, more able pupils in key stage 2 express their ideas and opinions clearly using an extensive vocabulary in a range of situations.

In the Foundation Phase, most pupils' reading skills are underdeveloped. Even more able pupils struggle to read with expression and fluency at an appropriate level. They lack confidence in talking about their favourite books and authors and explaining why they like them. In key stage 2, most pupils develop a more positive attitude towards books and they are improving their fluency and expression. Older more able pupils display good higher-order reading skills, such as skimming and scanning, and use these well to locate specific information in a text. Their research skills using information and communication technology (ICT) are developing well.

In both the Foundation Phase and lower key stage 2, most pupils have the confidence to write at length in literacy lessons. Their ability to spell common words at an appropriate level is good, as is their grasp of basic punctuation. However, their ability to write to a similar standard in work across the curriculum is underdeveloped. Older pupils in key stage 2 write well and at length for a range of purposes in many subjects and achieve good standards. They use a wide range of vocabulary when, for instance, they write interesting poems about creatures in the ocean. Spelling is generally good and most pupils use a range of punctuation well to enhance their work, including paragraphs. Across the school, the quality of most pupils' presentation and handwriting is too variable.

Targeted pupils in key stage 2 make good progress in improving their reading and in mathematics when they participate in specialist intervention schemes. Pupils with additional learning needs make appropriate progress against targets in their individual education plans.

Throughout the school, pupils' ability to apply their numeracy skills in work across the curriculum is limited.

Standards in Welsh develop well in the Foundation Phase. Many pupils ask and answer simple questions correctly. They respond appropriately to incidental Welsh used by school staff. Although pupils continue to develop their speaking and listening skills in key stage 2, their progress in reading and writing in Welsh is more limited. This means that overall standards in Welsh are adequate only.

In 2012, attainment at the end of the Foundation Phase at the expected outcome 5 was above the average for other schools in the same family in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity. In comparison with the relative

performance levels of similar schools, attainment in literacy and personal and social skills was in the highest 25% and attainment in numeracy in the higher 50%. At the higher than expected outcome 6, the performance of more able pupils was, however, below the family average in all three areas of learning. When compared with the relative performance levels of similar schools, outcomes in numeracy and personal and social skills were in the lower 50% and in literacy in the lowest 25%. Current work in Year 2 pupils' books shows that overall performance has declined over the last 12 months.

In key stage 2, attainment in English, mathematics and science at the expected level 4 has been around the family average for the last three years. In comparison with the relative performance levels of similar schools, performance in English and science has been consistently in the lower 50% with performance in mathematics varying between the higher and lower 50%. Trends in performance for more able pupils at the higher level 5 place the school below the family average in all three core subjects. The work of pupils currently in Year 6 clearly shows an improvement in standards and more able pupils in particular are now achieving well in all three subjects and are working at the higher level 5.

### **Wellbeing: Good**

Most pupils have positive attitudes to keeping healthy and safe and they understand the importance of taking regular exercise and eating a healthy diet. Nearly all pupils feel safe and secure in school and the school deals effectively with any reported incidents of bullying or inappropriate behaviour.

The school council consists of members from key stage 2 only. Members are enthusiastic about their roles and their work has an impact on the life of the school, for example through the introduction of new playground rules on the junior site. These help ensure good behaviour at break and lunchtimes. Nearly all pupils have opportunities to share their views about what and how they learn at the beginning of topics.

Very good behaviour and positive attitudes towards learning result in pupils' full participation in lessons. Nearly all pupils show respect, care and concern for others in and around the school. This results in pupils developing good life skills to support each other in solving problems they encounter both at home and at school.

Average attendance rates over recent years are good. Attendance is consistently in the highest 50% when compared with that of similar schools. Punctuality at the start of the day is good.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

The introduction of new curriculum provision is successful in providing interesting and engaging learning experiences for pupils. In a minority of classes where staff implement short-term plans effectively, this results in good outcomes for pupils across the curriculum. Although teachers plan consistently within the Foundation

Phase and within key stage 2, the practices are different across the two sites. Provision for literacy, numeracy and ICT lacks structure and there is an over-reliance on published schemes and worksheets in many Foundation Phase and lower key stage 2 classes. This results in a lack of coherence and systematic development of pupils' skills. A well-planned range of intervention strategies brings about improved outcomes in reading and mathematics for targeted pupils.

Enrichment and after school activities are varied and provide a majority of pupils with good opportunities to extend their skills in areas such as football, rugby, choir, chess and science.

Staff give appropriate attention to the Welsh dimension through topic work in classes. Pupils attend events to celebrate St David's Day and compete in the Urdd Eisteddfod. Such activities offer good opportunities to enrich pupils' experiences of Welsh culture. However, planning for the development of pupils' Welsh language skills is underdeveloped.

Provision for sustainable development is good on both sites and in the Foundation Phase there is an active eco-committee. The school promotes pupils' awareness of global citizenship very well through established international links with schools in, for example, Hungary and Portugal. This has added a wider global dimension to pupils' knowledge and understanding of other schools and cultures in different countries.

### **Teaching: Adequate**

The overall quality of teaching across the school and within particular year groups varies too much. Relationships between staff and pupils in all classes are good and this has a positive impact on pupils' attitudes to learning. In around half of classes, teachers have high expectations and are effective in raising the standards pupils attain. Teaching assistants support pupils' learning well, especially through their delivery of intervention schemes in reading and mathematics. However, in the other classes, teaching has significant weaknesses. In these classes, teachers do not adapt the work to meet the needs and abilities of all pupils, particularly those who are more able. Opportunities to develop pupils' independent learning skills are limited. There are weaknesses in the pace, structure and timing of activities within lessons and teachers often fail to assess the effectiveness of the learning taking place.

All teachers mark pupils' work conscientiously, but the quality of their marking varies too much. In around half of classes, teachers' comments make clear what pupils have achieved and what they need to do to improve. Individual pupil target setting supports this process well. Other assessment for learning strategies are at an early stage of development, but older pupils in key stage 2 use self and peer assessment effectively to improve the quality of their work. Useful portfolios of moderated work help teachers to level pupils' work accurately across the school.

Reports to parents are informative and give good information about pupils' achievements across the curriculum.



### **Care, support and guidance: Good**

The school is a safe and caring community, which values all pupils equally. Nearly all pupils enjoy being in school and have a sense of self-worth and belonging. There are good arrangements to promote pupils' understanding of healthy lifestyles. The wide range of learning experiences successfully promotes pupils' spiritual, moral, social and cultural development.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school has effective specialist partnerships that provide support to both pupils and families on a range of issues. This has a positive impact on the lives of vulnerable pupils and their families, and is a strong feature. The school has an effective system to identify pupils with additional learning needs. A comprehensive range of intervention strategies, such as the 'Butterfly' nurture provision, results in identified pupils making good progress in learning and improvements in attitudes, behaviour and self-esteem. However, provision and planning for pupils for whom English is an additional language are weaker overall.

### **Learning environment: Good**

Both buildings offer warm, welcoming and inclusive environments. On the key stage 2 site, the grounds are extensive and provide good facilities for a wide range of outdoor activities. Although the Foundation Phase building is old and not entirely fit for purpose, the school makes good use of the accommodation available. In particular, the outside area is well resourced.

Both sites successfully promote equal access to all aspects of the curriculum and diversity is widely celebrated. Pupils develop as tolerant individuals. International links with other schools, and celebrations of a range of festivals throughout the school, support the development of pupils' understanding of other cultures well.

Overall, the school has a sufficient supply of good quality resources, which staff and pupils use well for teaching and learning. However, the Foundation Phase lacks adequate provision to develop fully pupils' ICT skills.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The headteacher and senior leaders have worked with all staff and governors to create a mission statement and vision that reflect the aims of the new school. Good ICT systems and regular meetings of various groups help to keep staff well informed about day-to-day issues. However, the lack of overall strategic leadership and regular whole-school staff meetings limits the development of a whole-school identity with consistent policies and practices.

The senior leadership team provides a good framework to lead the school, with representatives from across most year groups. Many teachers with management

responsibilities have undertaken extensive management training and now provide support and guidance of good quality for staff. This is beginning to have a positive impact, for example, on provision for additional learning needs.

Senior leaders have recently implemented an extensive programme to enable staff to monitor the quality of teaching and learning. However, this lacks a sharp focus on standards and means that the information collected fails to have a consistent impact on improving standards and addressing weaknesses in teaching across the school. Hence, current performance management arrangements lack sufficient rigour.

The governing body meet regularly and fulfil all statutory requirements. The headteacher provides governors with comprehensive reports covering many aspects of school life, and governors have a good understanding of the school's performance data. During the amalgamation process, governors displayed good levels of challenge, to both the school and the local authority. However, the governors' role in creating a new whole school identity is underdeveloped.

The school pays suitable attention to local and national priorities. Staff have, for example, introduced a number of initiatives to begin to raise standards in literacy and have put in place suitable systems to support vulnerable pupils.

### **Improving quality: Adequate**

Senior leaders take responsibility for leading the self-evaluation process in the school. They consult and involve teaching staff and governors appropriately. However, they do not take sufficient account of the views of support staff, parents and pupils.

The self-evaluation report contains a thorough analysis of performance data and identifies a few areas for improvement. However, the school lacks rigorous monitoring procedures to assess accurately the strengths and areas for improvement in the quality of teaching and learning.

Leaders use the outcomes of self-evaluation to inform priorities in the school development plan. A number of priorities have led to measureable improvements, for example in raising standards at the end of key stage 2. However, a significant number of initiatives and changes lack systematic planning. As a result, the management of change has insufficiently clear direction and frequently does not have a positive enough impact on raising standards consistently across the school.

Staff work closely with the cluster of local schools as a strong learning community. They have played an active role in a number of projects, for example in successfully raising the achievement of older boys in writing.

### **Partnership working: Good**

The school has an effective partnership with parents and carers. It communicates with them well through regular newsletters and the school website. Presentations to parents on new literacy initiatives have positive outcomes in enabling parents to support their children's learning better.

Visitors from the community regularly contribute to school life and pupils visit many local places of interest to enhance their learning, such as Calvary Church, Bodnant Gardens and local beaches. Effective links with the on-site 'Daisy Chain' playgroup help pupils to settle in well when they start school. Transition links between the two sites are good when Year 2 pupils transfer to Year 3.

The partnership with the local secondary school includes good curricular and pastoral links. These are effective in helping older pupils to prepare for the next stage in their learning. There are good opportunities for teachers to co-operate across the cluster of schools to assess pupils' work accurately and consistently in English, mathematics and science.

The joint employment of a business manager by the Prestatyn primary school cluster helps to ensure the efficient use of the school's finances.

### **Resource management: Adequate**

There are sufficient well-qualified staff to teach the curriculum. However, the headteacher spends too much time on the key stage 2 site, and senior management arrangements in the Foundation Phase lack focus. This makes it difficult to ensure that staff time, expertise and experience are consistently used to best advantage across the school.

There are suitable arrangements to support identified training needs and this has led to improving standards for older pupils in key stage 2 and targeted pupils with specific needs across the school. Arrangements for teachers' planning, preparation and assessment time are appropriate.

The headteacher and the governing body's finance committee monitor the school's budget carefully. The school manages its financial resources well, with planned spending allocated to school priorities.

However, as overall outcomes for pupils are adequate and there are significant areas for development within the school's provision, the school provides only adequate value for money.

## Appendix 1

### Commentary on performance data

In 2012, attainment at the end of the Foundation Phase at the expected outcome 5 was above the average for the family of schools in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity. In comparison with relative performance levels in similar schools, attainment in literacy and personal and social skills was in the highest 25% and attainment in numeracy in the higher 50%. There was little difference between the relative performance of boys and girls.

At the higher than expected outcome 6, the performance of more able pupils was below the family average in all three areas of learning. When compared with relative performance levels in similar schools, outcomes were in the lower 50% for mathematical development and personal and social development, wellbeing and cultural diversity and in the lowest 25% for language, literacy and communication skills. In numeracy, boys performed significantly better than girls, but girls performed much better than boys in personal and social development.

Current work in Year 2 pupils' books shows that performance has declined over the last 12 months.

In key stage 2, attainment in English, mathematics and science at the expected level 4 has been around the family average for the last three years. In comparison with relative performance levels in similar schools, performance in English and science has been consistently in the lower 50% while performance in mathematics has varied between the higher and lower 50%. In English, girls do better than boys by more than the family average, but there is little difference in relative boys' and girls' performance in mathematics and science.

Trends in performance for more able pupils at the higher level 5 indicate that the school performs below the family average in all three subjects. Performance in English has varied between the lowest 25% and the higher 50% over the last three years when compared with relative performance levels of similar schools. In mathematics, performance has also varied between the lowest 25% and the lower 50%. Performance in science has varied between the lower 50% and the higher 50%. Boys do better than girls in all three subjects by more than the family average.

The work of pupils currently in Year 6 clearly shows an improvement in standards, and more able pupils in particular are now achieving well in all three subjects and working at the higher level 5.

In the Foundation Phase, pupils entitled to free school meals perform less well than their peers by more than the family average, but in key stage 2 there is little difference between the performance levels of these two groups.

## Appendix 2

### Stakeholder satisfaction report

#### Outcomes of the pupil questionnaire (100 responses)

All pupils say that they feel safe in school.

Nearly all say that:

- they know whom to talk to if they are worried or upset;
- staff help them to learn and make progress; and
- they know whom to ask for help if they find their work hard.

Most pupils agree that:

- the school teaches them how to keep healthy and that they have lots of opportunities for regular exercise;
- they are doing well at school; and
- they have enough books, equipment and computers to do their work.

Many pupils think that:

- the school deals well with any bullying;
- their homework helps them improve their work in school; and
- nearly all children behave well at break and lunchtimes.

These responses are in line with the responses of pupils in other primary schools across Wales. However, only around a half of pupils state that other pupils behave well in lessons.

#### Outcomes of the parent questionnaire (80 responses)

Nearly all parents agree that:

- they are satisfied with the school and their child makes good progress;
- their child likes school and staff treat pupils fairly and with respect;
- their child settled in quickly when they started school and teaching is good;
- pupils behave well and staff expect them to do their best;
- they are well informed about their child's progress;
- their child is encouraged to be healthy and to exercise regularly, and is safe in school;
- the school helps their child to mature and take on responsibility so that they are ready to move on to the secondary school; and
- the school is well run.

Most parents indicate that:

- homework helps build on learning in school;
- their child receives additional support when necessary;
- they are confident to approach the school with questions, suggestions or problems and they understand the complaints procedure; and
- there is a good range of activities provided.

The above responses are all in line with the responses of parents in primary schools across Wales.

### Appendix 3

#### The inspection team

Rhona Edwards	Reporting Inspector
Jane Williams	Team Inspector
David Davies	Team Inspector
James Jones	Lay Inspector
Debbie Woodward	Peer Inspector
Helen Vernon	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.



The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.