



*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**

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

**Date of inspection: February 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:

<b>Judgement</b>	<b>What the judgement means</b>
<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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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Ysgol Bodafon Church in Wales Primary School is situated in the coastal town of Llandudno. The school serves the Rectorial Benefice of Rhos-Cystennin and is maintained by Conwy local authority. The area the school serves is neither prosperous nor economically disadvantaged. The annual intake covers the full ability range.

During the inspection, there were 111 pupils between three and 11 years of age on roll including 13 pupils who attend the nursery on a part-time basis. Nearly all pupils come from English-speaking homes. There are no pupils from homes where Welsh is the first language. Very few pupils come from a minority ethnic background. Currently, 9% of pupils are entitled to free school meals. This is lower than the local authority and national averages. The school has identified 23% of pupils as having additional learning needs. This is slightly higher than the average for primary schools in Wales. The school has excluded a very few pupils over the last two years.

The headteacher was appointed in September 2012. In addition to the headteacher there is one full-time teacher and five part-time teachers.

The individual school budget for Ysgol Bodafon in 2012-2013 means that the budget is £3,579 per pupil. The maximum per pupil in the primary schools in Conwy is £12,262 and the minimum is £3,081. Ysgol Bodafon is 50th out of 60 primary schools in Conwy 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:

- many pupils make good progress and achieve well during their time at the school;
- nearly all pupils are well behaved, they are courteous and have a good attitude to learning;
- most teaching ensures that pupils are motivated and engaged;
- there is effective provision to promote wellbeing and the school provides a safe and supportive learning environment; and
- a good range of partnerships have a beneficial impact on pupils' achievement.

However:

- pupils' performance in English and mathematics in key stage 2 has declined in the past two years and does not compare well with that of pupils in other similar schools;
- a majority of key stage 2 pupils do not make enough progress in developing their pupils' extended writing or Welsh language skills;
- learning activities in key stage 2 do not challenge more able pupils well enough; and
- pupils' involvement in assessing their own work and in setting targets for improvement is at an early stage of development.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a vision for the school that focuses clearly on pupils' wellbeing and on improving standards;
- the headteacher has, in a short time, succeeded in getting to know the school thoroughly;
- there is a whole staff commitment to school improvement; and
- the governing body is aware of the way the school is performing in comparison with similar schools.

However:

- to date, there has not been enough time for the improvements to affect standards in key stage 2 fully;

- the school's self-evaluation report does not use enough first-hand evidence especially in relation to the standards pupils achieve;
- the success criteria in the school development plan are not sufficiently specific or measurable; and
- the governing body's role as a critical friend is in its early stages.

## **Recommendations**

R1 Improve pupils' extended writing skills across the curriculum at key stage 2

R2 Raise standards in Welsh at key stage 2

R3 Ensure that learning activities challenge more able pupils appropriately

R4 Provide more opportunities for pupils to take responsibility for their own learning

R5 Ensure that self-evaluation arrangements are based on a wider range of first hand evidence, with a particular focus on the standards pupils achieve

R6 Ensure that targets in the school development plan are specific and measurable

### **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

Generally, pupils enter the school with standards broadly in line with those expected for pupils of a similar age. During their time in school, many pupils, including those with additional needs, achieve well and make good progress. In some aspects of their work, pupils of higher ability are not achieving as well as they could.

In lessons, most pupils recall previous learning well and they use this information appropriately in order to acquire new information and skills. Most listen well to their teachers and respect the views of their peers. Many ask questions confidently and respond well to teachers' questioning. Generally, they apply their skills well to new situations. Most pupils in the Foundation Phase speak clearly and use an increasing range of vocabulary to express themselves well. Generally, key stage 2 pupils speak confidently in a wide range of situations.

Standards of reading are good. Across the school, most pupils read well. Most pupils in the Foundation Phase have a good knowledge of letter sounds and they are beginning to use a range of strategies to read familiar and unfamiliar words well. They enjoy exploring books and listening to stories. In key stage 2, most pupils read a wide range of texts with good expression. They talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. Generally, they apply these skills effectively to tasks across the curriculum. However, their ability to independently locate and use reference books to gather information to support their learning in different subjects is limited.

Most pupils in the Foundation Phase make good progress with their early writing skills and by the end of Year 2 most write successfully for a range of purposes and audiences in full sentences with correct punctuation. Most pupils in key stage 2 write well in response to specific language tasks. More able pupils write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative. However, few pupils consolidate and extend their writing skills sufficiently to produce extended pieces of writing across the curriculum.

Most pupils in the Foundation Phase make good progress in gaining skills in the Welsh language. They achieve well in their structured lessons and listen and respond appropriately to greetings and general instructions in other lessons. Although the majority of pupils in key stage 2 respond well in Welsh lessons, they do not make enough progress in developing their Welsh language skills. Their ability to use Welsh outside these lessons is limited.

In 2012, the percentage of Foundation Phase pupils who achieved the expected outcome (outcome 5) or higher in language, literacy and communications skills, in mathematical development and in personal and social development in combination, was lower than the family and Wales averages. The percentage of pupils who achieved a higher outcome (outcome 6) was also lower than the family and Wales

averages in language, literacy and communication skills and in personal and social development.

At key stage 2, over the past four years, the percentage of pupils who achieved the expected level (level 4) in English, mathematics and science in combination has been close to or above the family and Wales averages. The proportion of pupils achieving the expected level in English and mathematics has declined in the past two years and in 2012 was amongst the lowest in the family. The school's performance in the core subject indicator placed it among the lower 50% of similar schools in the past two years.

Whilst the school's performance at the higher level in English has fluctuated over the past three years, performance in mathematics and science has been consistently in the upper 50% during this period.

There is no significant difference in the relative performance of boys and girls at the expected level, however, girls consistently performed better than boys at the higher level in English.

### **Wellbeing: Good**

Many pupils enjoy school and feel safe and well supported by staff. They are confident that staff will treat any concerns seriously and act upon them quickly and fairly. They have positive and constructive attitudes towards adopting healthy lifestyles. Many are keen to take part in the wide range of sporting activities both within and outside the school.

Most pupils are enthusiastic and keen to learn. They co-operate effectively with one another in their lessons and activities. Most work well independently and under the direction of adults. Increasing involvement in assessment, agreeing success criteria and setting personal targets is helping pupils to gain an understanding of their strengths and weaknesses. However, few have a clear understanding of what they need to do to improve their work.

Nearly all pupils get on well together and standards of behaviour are good. Pupils of all ages play together happily at break time and lunchtime. Nearly all are polite and courteous to visitors.

Attendance levels over the past four years show an upward trend. Attendance figures for the past two years are above those for similar schools. Nearly all pupils arrive at school punctually.

Pupils value the opportunities, through the school council and eco committee, to contribute to decision-making within the school. They feel that staff value their opinions and listen to them. Pupils are very proud that they were involved in the appointment of the new headteacher.

Many pupils contribute towards activities in local churches and in the community. This has a positive effect on their development as rounded and responsible individuals.

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

Teachers provide a varied, well planned and relevant range of learning experiences for pupils both within and outside school. The stimulating experiences and activities offered in the Foundation Phase ensure the active engagement of nearly all pupils. Learning activities in key stage 2 meet the needs of most pupils, enabling them to build successfully on prior learning. However, planned activities do not always challenge more able pupils well enough. The provision for the development of pupils' communication, numeracy and information and communication technology (ICT) skills is well planned.

Recent improvements have ensured a greater focus on improving pupils' reading and writing skills. However, the development of pupils' extended writing across the curriculum is limited.

Provision for the Welsh dimension and to promote pupils' understanding of the culture and heritage of Wales are effective. Provision for Welsh language development is good in the Foundation Phase. However, provision in key stage 2 does not successfully build on these skills to promote pupils' independent use of the language outside Welsh lessons.

There is good provision to develop pupils' understanding of many aspects of sustainable development and global citizenship. Provision to help to them to understand how people live in other countries particularly Africa and India is of a very high quality. This enables them to develop a very good understanding of the role they and others play in society and the world.

**Teaching: Adequate**

Most teaching ensures that pupils are motivated and engaged and that they make good progress in their learning. In most lessons, relationships between adults and pupils ensure a calm and purposeful atmosphere. All teachers have relevant subject knowledge and generally use a wide range of approaches to stimulate pupils' interest.

In many lessons, teachers have high expectations of what pupils can achieve. They plan and deliver stimulating learning experiences and adapt work successfully to meet the abilities and needs of pupils. In the very few sessions where teaching is outstanding, excellent use of specific practical resources and exciting teaching approaches fully engages all pupils. In the few lessons where teaching is less effective, learning objectives are unclear, the pace of learning is slow and learning tasks do not challenge pupils of all abilities well enough.

Teaching assistants support individual and small groups of pupils well and make a significant contribution to pupils' learning and, in particular, in helping pupils overcome reading difficulties.



The school has appropriate forms of assessment that provide staff with clear evidence of the standards that pupils achieve. Teachers give pupils suitable oral feedback during lessons. Pupils' work is marked regularly. Comments are supportive and in the best examples help pupils to understand what they need to do to improve their work. Pupils' involvement in assessing their own work and in setting targets for improvement is at an early stage of development.

Records of pupils' progress are clear and teachers use them well to identify the need for additional support. The school has worked successfully with other local schools to strengthen teachers' understanding of levels of attainment. Reports to parents meet requirements. However, a few parents do not feel well informed about their children's achievements and progress.

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

Effective arrangements exist to support pupils' health and wellbeing and for ensuring that they enjoy regular opportunities to participate in a range of physical activities. Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. The school implements appropriate policies and procedures for ensuring good behaviour and for dealing with issues such as bullying consistently.

The school works successfully with services such as the speech and language therapists and the education psychologist and ensures that help, support and guidance is available to staff and pupils when required. The school liaison police officer visits each term to talk to children about a variety of issues that affect their safety and wellbeing, including internet safety.

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

The school identifies pupils with additional learning needs at an early stage and gives well-planned and targeted support. The support available to pupils with specific needs is particularly effective in enabling these pupils to access all areas of the curriculum fully. Pupils' individual education plans meet their needs well. Appropriate arrangements are in place to keep parents informed and involved.

### **Learning environment: Good**

The school is a happy, well-ordered environment where pupils feel valued. It is calm and welcoming and provides pupils with a safe and supportive learning environment. All pupils receive equal access to all areas to the school curriculum. There is a clear emphasis on recognising, respecting and celebrating diversity. The school ensures that pupils with disabilities do not suffer less favourable treatment compared to other pupils.

The school is well resourced and pupils have access to good quality library books and computers. Good use is made of local facilities to extend opportunities for physical education.

Classroom accommodation is sufficient for the number of pupils in each class. Colourful displays of pupils' work and achievements in classrooms, corridors and communal areas help provide a stimulating learning environment. The space available for specialist teaching of groups of pupils is limited. Lack of space also limits opportunities for teachers undertaking planning, preparation and assessment to plan co-operatively.

The building and site are well maintained.

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

The newly appointed headteacher has a vision for the school that focuses clearly on pupils' wellbeing and on improving standards. He has introduced an appropriate range of policies and strategies which are beginning to move the school forward. These strategies, however, have not yet had time to impact on raising pupils' standards. The headteacher is developing a good team ethos through involving all members of staff in decision making. He has recently reviewed and revised teachers' job descriptions and these now more accurately reflect the individual's role and responsibilities. However, delegated leadership is in its very early stages. The school holds regular management and staff meetings that focus clearly on the school's current priorities and agreed actions.

The governing body supports the school well. It has a growing understanding of its role in challenging the school and holding it to account about the standards it achieves. Governors are beginning to use data more meaningfully. This is helping them to have a better understanding of the school's performance in relation to that of other similar schools.

The school takes good account of local and national priorities. Raising standards in literacy and numeracy are at the core of its improvement plan. The implementation of the Foundation Phase has had a positive impact on pupils' wellbeing and learning.

### **Improving quality: Adequate**

The school is developing a culture of self-evaluation which is beginning to build appropriately on first hand evidence. Good use is made of performance data to identify areas for improvement. Monitoring of teaching and scrutiny of pupils' books is at an early stage of development and does not focus well enough on the standards pupils achieve.

Senior leaders use the outcomes of the self-evaluation processes well to determine targets for improvement. These targets focus clearly on raising standards and improving the quality of provision, particularly in literacy and numeracy. The school development plan identifies clear actions for achieving these priorities, and indicates who is responsible for meeting the targets and the allocation of necessary resources. However, the expected outcomes are not specific or quantitative enough and, as a result, it is not easy for leaders to review progress.

Teachers take an active part in several professional learning communities both within and outside. Collaborative working with the local authority adviser has improved teaching and learning in science. Foundation Phase staff have worked well together to introduce a phonic programme, which is already improving pupils' standards in early reading and writing.

### **Partnership working: Good**

The school works well with a wide range of partners who make a positive contribution to improving outcomes for pupils. Parents and members of the local community are encouraged to come into school to support learning, in particular listening to pupils read. Parents raise significant funding to improve the school's resources. This has enabled the recent purchase of ICT resources and outdoor equipment for the Foundation Phase which have had a positive impact on provision. Links with the church, the community and voluntary organisations are good. These partnerships enable pupils to contribute in a positive way to their community.

Appropriate links with several pre-school settings helps ensure that pupils settle quickly in the Foundation Phase. Effective arrangements are also in place for pupils' transition to the local high school. Good working relationships with high school and local cluster schools provide valuable opportunities to moderate teacher assessment at the end of key stage 2 and to share good practice.

The school makes effective use of local authority services for staff development and to help raise pupils' standards. This partnership has had a positive impact on the quality of provision particularly in science and ICT.

### **Resource management: Adequate**

The school has a sufficient numbers of teachers and support staff, and these are deployed appropriately within the school. Appropriate performance management arrangements for teachers have been introduced. However, it is too early to assess the impact on teaching and learning. Current arrangements for teachers' planning, preparation and assessment limit opportunities for staff to plan together.

Good quality resources are managed and deployed effectively to support learning. The school manages its finances well. Spending decisions are clearly linked to priorities for improvement. Recent expenditure on ICT equipment has had a positive effect on provision and standards. For example, pupils in the Foundation Phase make good use of electronic readers when involved in peer assessment activities.

In view of the standards achieved by most pupils the school gives adequate value for money.

## Appendix 1

### Commentary on performance data

In 2012, the percentage of pupils achieving the Foundation Phase outcome indicator (pupils achieving the expected outcomes (outcome 5) or higher in language, literacy and communications skills, in mathematical development and in personal and social development, wellbeing and cultural diversity in combination) was below the family and Wales averages.

In comparison with that of schools with similar proportions of pupils entitled to free school meals, the school's performance at the expected outcome (outcome 5) or higher, was in the lowest 25% for the Foundation Phase outcome indicator and language, literacy and communication skills. It was in upper 50% for mathematical development but in the lower 50% for personal and social development.

The proportion of pupils achieving a higher outcome (outcome 6) was higher than the family and Wales averages in mathematical development. It was lower than family and Wales averages in language, literacy and communication skills and in personal and social skills.

As this is the first year of Foundation Phase data, there is no trend data available.

At key stage 2, the percentage of pupils achieving the expected level in the core subject indicator has been close to or above family and Wales averages over the past four years. The proportion of pupils achieving the expected level (level 4) in English and mathematics has declined in the past two years and in 2012 was amongst the lowest in the family.

The school's performance in the core subject indicator placed it among the lower 50% of schools with similar proportions of pupils entitled to free school meals in the past two years. The school's performance had been in the top 25% in the previous two years.

In 2012, the percentage of pupils achieving the higher level (level 5), in all three core subjects was higher than Wales averages and the highest in the family. The school's performance at this level placed it in the top 25% of schools with similar proportions of pupils entitled to free school meals. Whilst the school's performance at the higher level in English has fluctuated over the past three years, performance in mathematics and science has been consistently in the upper 50% during this period.

The percentage of pupils achieving the expected level in reading, writing and mathematics in combination has been consistently above family and Welsh averages over the past four years.

There is no consistent pattern in the relative performance of boys and girls in mathematics and science over the past four years. In English, whilst there is no significant difference at the expected level, girls consistently performed better than boys at the higher level.

There is also no consistent pattern in the performance of pupils who are entitled to free school meals when compared with that of pupils not entitled to free school meals at key stage 2.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Twenty-seven parents or carers completed the questionnaire. Overall satisfaction levels are lower than the average for other primary schools in Wales.

Nearly all parents say that their children like school and all are confident that their children are safe there. Nearly all agree that their child was helped to settle when they joined the school. All say that staff treat all children fairly and with respect. Most agree that the school encourages their child to be healthy and take regular exercise. Most parents believe that their child is making good progress. However, a few do not feel that they are kept well informed about their child's progress. All parents believe that behaviour is good.

All parents think teaching is good; however, a few do not believe that teachers expect their child to work hard and to do his or her best. Almost all believe that teachers help their child to become more mature and take on responsibility and most who responded say that children are well prepared for the move to the secondary school. Whilst many parents agree that the homework given builds well on what their child learns in school a few do not believe that their child receives enough additional support in relation to any particular individual needs. Almost all believe that there is a good range of activities including trips and visits. Many parents think that the school is well run; however, whilst most who responded understand the school's procedure for dealing with complaint, a few would not feel comfortable about approaching the school with questions, suggestions or a problem.

#### Responses to learner questionnaires

Fifty-two pupils in key stage 2 completed the questionnaire. Responses to most questions were close to the averages for other primary schools in Wales.

Many pupils say that they feel safe in school; however, a few do not believe that the school deals well with bullying. All agree that they know whom to talk to if they are worried or upset. All pupils say that the school helps them to be healthy and almost all agree that the school provides them with plenty of opportunities to be physically active.

Nearly all feel that they are doing well and think that teachers and support staff help them to learn and make progress. Nearly all say that they know what to do and whom to ask if they are finding their work difficult. Many think that homework helps them to improve on their work in school. Nearly all believe that there are enough resources to enable them to learn effectively. Most believe that children behave well during lunch and break times but a few do not agree that all children behave well in lessons.

## Appendix 3

### The inspection team

Goronwy Morris	Reporting Inspector
Buddug Bates	Team Inspector
Kerry Jones	Lay Inspector
Paul Noon	Peer Inspector
Trystan Lloyd-Owen	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.