



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: April 2018

by

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

About Ysgol Bodafon

Ysgol Bodafon is in Llandudno in Conwy. There are 106 pupils aged between three and eleven on roll. The school has four mixed aged classes. Most pupils come from the immediate area around the school.

The school's three-year average for pupils eligible for free school meals is around 8%. This is much lower than the average for Wales. The school identifies that around 28% have additional learning needs. This is close to the average for Wales.

Nearly all pupils are of white British ethnicity and a very few pupils have English as an additional language. No pupils come from homes where Welsh is the first language.

The headteacher was appointed in September 2012. The school was last inspected in 2013.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

At Bodafon Primary School, nearly all pupils are polite, enjoy school, and are enthusiastic learners who participate fully in lessons. They focus well on their tasks and enjoy developing their skills and knowledge. The behaviour of nearly all pupils is good and working relationships between staff and pupils are positive and respectful.

The quality of teaching across the school is good. Staff provide a broad, balanced and rich curriculum that meets the needs of most pupils effectively. The school has purposeful arrangements that support pupils' emotional and social needs well. The partnership between the school and parents is very good and this helps most pupils, including those with additional learning needs, to make good progress in their literacy, numeracy and information and communication technology (ICT) skills.

Leaders have established a happy and safe learning community. They have created a nurturing environment where there is a strong focus on raising standards of attainment and improving provision. All staff and the governing body work well together to ensure a good quality of education for pupils.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Ensure that there is a clear focus on addressing and reviewing progress on identified strategic and short term priorities
- R2 Improve the current school tracking systems to set and monitor rigorous targets for school improvement
- R3 Create more opportunities to develop pupil voice
- R4 Improve attendance

What happens next

The school will draw up an action plan to address the recommendations from the inspection

Main findings

Standards: Good

Most pupils join the school with speaking and listening skills that are slightly lower than those expected for their age. Most make good and at times very good progress as they move through the school and achieve at or above the expected level by the end of key stage 2.

In the foundation phase, pupils make good progress in developing their literacy skills. By the end of Year 2, most pupils read simple texts aloud and use their phonic knowledge effectively to decipher unfamiliar words. They write simple fiction and non-fiction texts effectively, and use their imagination well, for example to create their own comic book stories about pirates. By the end of Year 6, most pupils read and write at the level expected for their age. They discuss texts written by their favourite authors well, and predict what might happen next. Most pupils write effectively in a range of genres, although a few pupils do not use basic punctuation well to organise their writing. More able pupils use well-chosen vocabulary very effectively to write engaging texts, for example when composing a balanced argument using emotive language, repetition and facts to promote a view on animal extinction. Across the school, most pupils use the skills they learn in English to good effect in other subject areas.

In mathematics, most pupils achieve well and develop their mathematical skills systematically as they move through the school. In Year 2, most pupils develop their calculation skills using numbers to 100 confidently, and use block graphs and pictograms to represent data. Nearly all pupils in the foundation phase use their numeracy skills well throughout the areas of learning, for example when collecting and presenting data about favourite soups and the relationship between shoe sizes and height. By the end of key stage 2, many pupils can use floor maps of castles to calculate the perimeter and more able pupils can use a key correctly to work out the measurements of a castle twice and five times as large.

Most pupils' ICT skills are developing well across the school. In the foundation phase, most pupils use desktop computers and programmable toys confidently. They use tablets to take digital photographs and use them creatively, for example, when creating comic book stories and when recounting the story of the creation. Most pupils in key stage 2 use their skills very effectively for research and knowhow to locate relevant websites that are safe for them to use. Older pupils use spreadsheets and databases successfully. They analyse and interpret results, for example when finding facts about different countries and inhabitants such as the Inuits of the Arctic.

Throughout the school, pupils' Welsh skills are good and at times very good. Nearly all pupils have a positive attitude to learning the language. In the foundation phase, most pupils understand and can use simple phrases and Welsh words. For example, many pupils in the nursery and reception respond appropriately when asked their names and can name colours and count to 10. Many pupils in key stage 2 understand an appropriate range of questions and use vocabulary effectively to extend their answers. Most pupils' pronunciation is generally accurate.

Wellbeing and attitudes to learning: Good

Nearly all pupils are enthusiastic learners who participate fully in lessons. They focus well on their tasks and enjoy developing their skills and knowledge. They tackle problems and unfamiliar experiences with confidence. They work well independently, with a partner and with the whole class. They take turns appropriately and listen respectfully to the views of others.

As pupils move through the school, they develop their independent learning skills successfully. Pupils in the foundation phase use challenges to direct their own learning and many key stage 2 pupils challenge themselves successfully when they select their own level within a given activity. As a result of their consistent involvement in assessing their own work, many pupils have a clear understanding of how to improve their work. A majority of pupils have a regular input into what and how they learn. For example, they suggest interesting aspects of the class topic that they would like to explore. However, pupils' involvement in the planning process is not a consistent feature across all classes.

Nearly all pupils feel safe in school and know whom to go to if they are worried or upset. They understand how to stay safe outside of school, including when they use the internet. Pupils develop a clear understanding of the importance of a healthy lifestyle. Most pupils make healthy choices at lunchtime and choose to be physically active at break times.

Pupils talk confidently to visitors and are very welcoming. The behaviour of nearly all pupils is good and the working relationships between staff and pupils are positive and respectful. A very few pupils with specific needs occasionally exhibit challenging behaviour. Other pupils show a mature understanding of these pupils' difficulties and respond sensitively to any situations that arise.

In classes, nearly all pupils undertake a suitable range of responsibilities with enthusiasm and maturity. The school's eco committee have played a valuable role in helping the school to achieve the green flag and, through activities such as making their own paper, pupils develop a sound understanding of sustainability. Although there is a school council, meetings are infrequent and its use to develop pupil voice and involve them in whole school improvements is underdeveloped.

Attendance rates have fallen over the past three years and place the school in the bottom 25% when compared with similar schools. A few pupils arrive late at the start of the school day.

Teaching and learning experiences: Good

The quality of teaching is good across the school. Teachers plan well-focused lessons with a range of interesting activities that match pupils' abilities well. They help pupils to build and to test out their knowledge systematically through good questioning. Many teachers use a beneficial range of resources, including a wide range of ICT equipment, to interest and challenge pupils. A majority of teachers are beginning to listen to pupils' ideas about what they want to learn and they incorporate their ideas into their planning. However, this is at an early stage of development. Adults question pupils effectively to extend their learning and provide them with

useful feedback during lessons. Teachers' written comments are specific, show pupils what they have done well and make suitable suggestions for improvement. Teachers give pupils appropriate time to respond to feedback and make improvements.

Throughout the school, working relationships between pupils and staff are strong and there is a positive climate for learning in all classes. Teachers and teaching assistants work very well together to support the learning and behaviour needs of pupils with additional learning needs. Most lessons proceed smoothly and at a pace that supports most pupils' learning. Teachers build well on pupils' previous knowledge and skills. Most teachers observe pupils' learning carefully and, as a result, question them and check their understanding purposefully throughout the lesson. They select pupils who are working particularly well to share work in progress, which provides useful examples to other pupils of the standard of work expected.

Teachers make learning relevant and interesting for pupils and provide them with a wide range of experiences that enhances their experience successfully. For example, in the foundation phase, pupils make regular visits to local places of interest, such as Bodafon Farm Park and the local lifeboat station. Key stage 2 pupils have the opportunity to attend residential visits to Wormhout in France and go to a local outdoor pursuit centre. These activities support the school's curriculum well.

Most teachers plan successfully for the development of pupils' literacy, numeracy and ICT skills across the curriculum. They provide pupils with useful opportunities to apply their literacy and numeracy skills in other subjects. For example, pupils in Year 4 write in detail about the Inuits and pupils in Year 6 write accurate accounts of science experiments. The school has implemented the foundation phase principles effectively. Teachers regularly plan interesting activities outside and within the school grounds and make sensible use of the relatively small space available. The school provides a suitable range of interventions and support programmes that meet the needs of individual pupils very well.

Provision for pupils to develop their Welsh language skills is good and the school develops positive attitudes to learning Welsh successfully amongst its pupils. Teachers ensure that pupils have regular opportunities to speak, read and write in Welsh. For example, in the foundation phase, one area of enhanced learning is designated a Welsh area and this is rotated every week so that pupils are encouraged to use Welsh in their play across all areas of learning. Nearly all teachers and teaching assistants speak Welsh fluently. They model the language beneficially to pupils. Teachers promote pupils' understanding of the culture, history and geography of Wales well. For example, they organise informative residential Urdd visits to Cardiff, where pupils explore the city and visit 'Big Pit'. Pupils in the school choir also have the opportunity to sing at the National Eisteddfod.

Care, support and guidance: Good

The school provides a highly supportive, caring environment where all pupils are valued and treated with respect. The welcoming family atmosphere is evident across the school.

The school has a strong partnership with parents and keeps them well informed through newsletters, the school website and a closed social media group. Staff invite parents into school regularly, to share, for example, school lunch and assemblies. A range of beneficial opportunities such as open days, information evenings and opportunities for parents to contribute to the class topic enable parents to be involved fully in their child's learning

The school has recently made notable improvements to the whole school system to track pupils' progress. Staff use a suitable range of assessment data to record pupils' achievements regularly. They use this information effectively to identify pupils who need additional support and to track their progress. However, the school does not routinely use this information to set challenging targets for all pupils and to monitor their progress towards achieving them.

Staff are highly effective in supporting pupils with additional learning needs. They identify pupils' needs at an early stage and plan effective intervention groups to support pupils' learning. Staff match additional support closely to each pupil's needs and, as a result, pupils make steady progress towards their targets. Staff work closely with a wide range of specialist agencies and act on the advice given to support pupils well.

The school has the appropriate arrangements to promote healthy eating and drinking. Staff encourage pupils to drink water throughout the day and to make healthy choices at snack and lunchtime. Staff ensure regular opportunities for pupils to participate in a good range of sporting activities and encourage them to be physically active at break times, particularly through engaging in playtime games.

The school works closely with agencies who provide support to meet the emotional and social needs of pupils and their parents. All staff apply the school's behaviour management policy consistently and fairly across the school and they use the advice from specialist services skilfully to support the very few pupils who occasionally exhibit challenging behaviour.

Staff ensure that pupils develop their social skills and cultural knowledge effectively through residential courses, and visits to Cardiff and to Llandudno's twin town of Wormhout. Pupils develop their awareness of the local community through work with the town council, including involvement in Llandudno in Bloom. The school has a very well-established and effective link with a school in Tanzania. Pupils regularly communicate with pupils at the school and, as a result, they talk knowledgeably about a different culture and education system.

Pupils have many opportunities to develop their creative skills, for example when they study Inuit art. Staff provide pupils with regular opportunities to be involved in performances both in school and for the wider community. A majority of pupils sing in the school choir and have performed at prestigious events and in the Urdd competition.

The school gives pupils many useful opportunities to take on responsibility, for example through participating in leadership roles that have a positive impact on school life. Members of the eco committee play an active part in making sure that the school recycles its waste appropriately. However, there are too few opportunities for pupils to lead their own learning, for example through setting their own targets for improvement and planning the content of their topics.

The inclusive and supportive ethos of the school, together with many aspects of the curriculum, provides pupils with extensive opportunities to develop their understanding of moral issues. These include developing a clear understanding of fair play, the importance of honesty and aspects of equality, and this is evident in the caring way in which pupils interact with others. Staff support pupils' spiritual development well through the whole school ethos and school assemblies.

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

Leadership and management: Good

Leaders have established a happy, respectful and safe learning community. This provides a nurturing environment where there is a strong focus on raising standards of attainment and improving provision. Leaders work closely with staff, set high expectations for pupils' learning and promote professional values successfully. Staff at all levels work well together as a close, committed and supportive team. Staff with leadership roles support work on many school priorities purposefully, such as working towards developing an effective tracking system to enable staff to monitor pupil progress quickly and efficiently.

The recently established teacher partnership work has had a positive impact on building many aspects of school life. For example, teachers increasingly share good practice within the school by visiting each other's classes. They share feedback informally with each other in order to improve their lessons. Close working with another school has been particularly effective in developing the provision for ICT. Leaders seek advice readily from outside agencies to improve the wellbeing and attainment of pupils successfully.

The school addresses national and local priorities well. For example, nearly all staff are confident Welsh language role models. This is evident in pupils' confidence to talk, ask, and answer questions in Welsh outside of their formal Welsh lessons.

The school development plan is detailed. It has an appropriate set of targets for improvement taken directly from analysis of a range of information on pupils' performance and national priorities. However, timescales, measurable targets and staff responsibilities to address priorities are not sufficiently clear to ensure effective monitoring.

The governing body is very supportive of the school and the chair provides effective leadership. Governors use their experience and expertise well for the benefit of the school and make good use of committees, for example when scrutinising the school budget. Governors are developing their role in monitoring standards and provision appropriately.

Teachers' performance management supports school improvement priorities successfully and provides appropriate support for teachers' personal development. All staff engage regularly in professional development opportunities. The school has well-established links with other schools that provide worthwhile opportunities for staff to share their practice. For example, the school's additional learning needs co-ordinator has benefited from working with an experienced practitioner from another local school.

The headteacher and governors manage the budget appropriately. The school uses its pupil development grant efficiently to support pupils eligible for free school meals. Leaders make good use of the experience and expertise of staff. This is particularly evident in provision for teaching Welsh and music. Good quality displays celebrate pupils' achievements and provide a valuable focus for teaching and learning. In general, the wide range of good quality resources supports the delivery of the curriculum well, particularly for developing pupils' ICT skills.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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