

**INSPECTION UNDER SECTION 10
INSPECTION OF SCHOOLS ACT 1996**

**Ysgol Glan Morfa
Ffordd y Morfa
Abergele
Conwy
LL22 7NU**

School number: 662/ 2112

Date of Inspection: 25 – 27 May, 2004

**BY
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Registered Inspector: WO88/67644
Date: 27 July, 2004
under ESTYN contract number – T/225/03P**

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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

1. Very good: many good features, some particularly good.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features that outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

{~}The school and its priorities

Ysgol Glanmorfa is a designated Welsh-medium school established as a new school in 1957. It is located on the outskirts of Abergele not far from the A55 trunk road and serves children from the town and the neighbouring areas. It shares the site with two other schools.

There has been a significant increase in the school roll over the past four years. During the inspection, there were 117 full-time pupils on roll and 20 part-time nursery children attending in the morning. Pupils are taught by five full-time teachers, two nursery assistants and one classroom assistant. The school is organised on the basis of six classes with the great majority of classes of mixed ages. Almost half the staff, including the head, were appointed during the past three years.

The area is described as one that is neither prosperous nor economically disadvantaged with the great majority of the pupils neither privileged nor underprivileged. The percentage of pupils eligible to receive free school meals (2.5%) is substantially lower than the county and national percentages.

The school is considered to admit pupils representing the full range of ability. 21 pupils (16%) are included on the Special Educational Needs [SEN] register. This percentage is slightly lower than the county percentage.

Welsh is the main home language of about a quarter of the pupils but the school asserts that 85% of the pupils now speak Welsh as a first language. Welsh is the main language of learning and teaching throughout the school. English is formally introduced at the beginning of KS2.

The school was last inspected in the autumn of 1998 when six key issues were identified as requiring attention. They included:

- to improve the language development of children under five;
- to improve standards of achievement in English at KS2;
- to improve assessment procedures;
- to develop comprehensive schemes of work in Welsh, English and mathematics;
- to raise achievement in the subjects of satisfactory standard;
- to continue the improvement in communication and consultation with parents.

The main priorities noted in the School Development Plan [SDP] for 2004 – 2006 include:

- to establish and further implement an effective self-evaluation system throughout the school;
- to develop an improved school monitoring and assessment system;
- to raise standards in English, information and communication technology [ICT], physical education, history and geography.

2. MAIN FINDINGS

Main findings of the report

-
- The curriculum provided by the school is broad and balanced and of good quality. The provision meets the requirements of the National Curriculum [NC], the Desirable Outcomes for children

under five, and the Agreed Syllabus for religious education.

- The general quality of the educational provision for children under five is appropriate to their needs. Standards in the six areas of learning are as follows:

	Nursery	Reception
Language, literacy and communication skills	Very good	Very good
Personal and social development	Good	Good
Mathematical development	Good	Good
Knowledge and understanding of the world	Very good	Very good
Physical development	Good	Very good
Creative development	Very good	Very good

- Pupils' standards of achievement in the different NC subjects and religious education are as follows:

	KS1	KS2
Welsh		
- Oracy	Good	Good
- Reading	Good	Good
- Writing	Satisfactory	Satisfactory
English		
- Speaking and listening		Good
- Reading		Good
- Writing		Good
Mathematics	Good	Good
Science	Good	Very good
Design and technology	Good	Good
Information technology	Good	Satisfactory
History	Good	Good
Geography	Good	Satisfactory
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Good
Religious education	Good	Good

- In the key skills, the standards achieved by children under five are good in language and communication, numeracy and ICT. At KS1 and KS2, standards in numeracy, speaking and listening and reading in Welsh are good. Standards of written work in Welsh are satisfactory at both key stages and standards in all modes of English are good at KS2. Good standards are achieved in ICT at KS1 and satisfactory standards at KS2.
- The performance of Y2 and Y6 pupils in the NC assessments was particularly good in 2003 with every pupil attaining the expected national standards in every subject. At both key stages, a high percentage of pupils were successful in reaching the higher levels. There was no significant difference between the performance of the two sexes although a higher

percentage of girls rather than boys were successful in attaining the higher levels at the two key stages.

- The quality of the teaching was judged to be very good in 5% of the lessons, good in about 60% of the lessons and satisfactory in the rest. All teachers plan in detail and set clear lesson aims. They have a good understanding of the curriculum and of the needs of the pupils they teach and are successful in creating a very good work relationship with their pupils. When there are shortcomings in the teaching, the focus of lessons is not clear enough to the pupils and there is a tendency to provide them with too many guidelines for recording their work.
- The quality of assessment and recording is satisfactory. Although a policy of good quality has been formulated, it is not fully implemented in the classes. The quality of the annual reports on pupils is good and they are greatly appreciated by the parents.
- The quality of the schemes of work prepared for children under five and NC subjects is generally good. Pupils' bilingualism is successfully promoted throughout the curriculum and good opportunities are provided for them to learn about the Welsh culture and heritage. The school provides a wide range of extra-curricular activities.
- The quality of the provision for pupils with SEN is very good and they make very good progress according to their age and ability. These pupils are fully integrated into the life and work of the school and follow a broad, balanced and relevant curriculum.
- Pupils' spiritual and social education is good and their moral and cultural development very good. The school is a caring community where pupils are appreciated and respected.
- Pupils' behaviour and attitudes are good and they contribute positively towards creating a happy and congenial atmosphere in the school. The school's attendance percentages are good. With some exceptions, pupils arrive at school punctually.
- The quality of the support and guidance provided for pupils is very good. The school provides a welcoming and caring environment where all pupils feel happy and confident. Pupils feel comfortable in seeking support and guidance from the staff.
- The school's partnerships with parents and the community, schools and other institutions are very good. Parents' commitment and support for the school's aims are strong and there are useful links with different societies in the town. The parents' handbook is user-friendly and colourful but the recent governors' annual report does not contain all the statutory requirements.
- The partnership with industry is satisfactory. Advantage is occasionally taken of links with the world of work but this depends on individual efforts rather than a whole school strategy.
- The head, staff and governing body co-operate effectively, giving the school a clear direction for development. The quality of leadership and efficiency at the school is good. Every member of staff makes a valuable contribution to the school's development; they co-operate very well as a team but their leadership, monitoring and evaluation roles have not been fully developed.
- The school budget is managed effectively, giving good value for money. Effective forward planning is ensured through a purposeful business plan and careful use is made of any balances.

- Recently, a whole school self-evaluation policy and system were established. The quality of the system is satisfactory. An effective evaluation was undertaken of a number of whole school aspects and subjects and the outcomes of some of these evaluations were reported to the governing body. However, insufficient attention is given to the quality of the teaching, no detailed action plans are produced following the evaluations and all staff were not included in every one of the processes.
- Whole school targets are set annually for the core subjects at both key stages but the targets tend to be lacking in challenge. No firm arrangement has been established to set individual targets for pupils.
- The SDP is of good quality. It is a concise and purposeful document that gives a clear direction for the school's development but insufficiently specific implementation strategies are set for the curriculum priorities.
- The quality of the school buildings is good but parents, governors and staff are concerned about the traffic situation outside and within the school entrance at busy periods at the beginning and end of the day. Also, there is insufficient parking space on school grounds.
- There is good provision of resources for the teaching of NC areas but shortage of computers in KS2 classes impairs the development of pupils' ICT skills.
- The school has made good or better progress in taking action on five of the six key issues noted in the 1998 report, and satisfactory progress in one key issue.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards were judged to be very good in 5% of the lessons, good in 75% and satisfactory in the rest.

- The language, literacy and communication skills of the children under five, their knowledge and understanding of the world together with their creative development are very good. Their personal and social development and their mathematical development are good. The physical development of the nursery children is good while the development of the reception children in this area is very good.
- In the core subjects at KS1 and KS2, the standards of Welsh oracy and reading, together with their standards in mathematics, are good. Writing standards are satisfactory at both key stages. KS2 pupils achieve good standards in all the language modes in English. In science, standards are good at KS1 and very good at KS2.
- In the foundation subjects, standards throughout the school are good in design and technology, history, art and religious education. Good standards are achieved in IT and geography at KS1 and satisfactory standards at KS2. Standards in physical education are satisfactory at KS1 and good at KS2. Standards in music are satisfactory throughout the school.
- Pupils with SEN make very good progress according to their age and ability.
- The performance of Y2 and Y6 pupils in the NC assessments was particularly good in 2003 with every pupil attaining the expected national standards in every subject. Substantial progress has been seen in the performance of Y2 pupils during the past three years. Over a

third of them were successful in attaining Level 3 in all subjects last year.

- The performance of Y6 pupils was also very good with almost half of them gaining Level 5 in the four core subjects.
- There was no significant difference between the performance of girls and boys although a higher percentage of girls were successful in attaining the higher levels at the two key stages.

3.2 Standards achieved in the key skills

- The standards achieved by children under five are good in language and communication, numeracy and ICT. At KS1 and KS2, standards in numeracy, speaking and listening and reading in Welsh are good. Standards of written work in Welsh are satisfactory at both key stages and standards in all modes of English are good at KS2. Good standards are achieved in ICT at KS1 and satisfactory standards at KS2.
- Children under five develop progressively in their ability to use oral, literacy and communication skills in different curricular contexts. They listen intently during the whole class sessions and express their ideas clearly and confidently. They use the correct mathematical terms in oral lessons and a good number of them are skilful in using the computer as an educational tool. The ability of 'learners' to communicate orally in Welsh is developing well.
- Welsh is the operative and social language of the school and is extensively used by all pupils for playing and learning. KS1 and KS2 pupils listen intently to others, respond appropriately to what they say and contribute effectively in class discussions. Although KS2 pupils express themselves confidently and at length in both languages, a significant number of them do not use refined and correct Welsh. Pupils at both key stages use the appropriate subject vocabulary in discussing their work.
- Throughout the school, pupils read for pleasure regularly. They can gather information from a number of sources and by KS2 they can arrange and present it in different ways. They are not as capable in reading for different purposes in Welsh.
- At both key stages, pupils can write for different purposes, using an appropriate range of writing forms. In Welsh, the work tends to be uniform and limited in content and range.
- At KS1 and KS2, pupils use their number skills effectively in different contexts. They handle number work accurately and have a sound grasp of standard measures. They measure with precision during scientific investigations.
- A good majority of pupils at both key stages handle ICT hardware and software confidently and for different cross-curricular purposes. However, the level of computer skills shown by Y5 and Y6 pupils does not enable them to utilise the full potential of ICT, especially for communication and data handling.
- According to their ability and age, pupils with SEN achieve good standards in literacy and numeracy and satisfactory standards in ICT.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual and social development is good and their moral and cultural development is very good.

- Daily acts of worship contribute positively to pupils' spiritual and moral development. Pupils contribute regularly on a personal level or in public to these occasions.
- Pupils' spiritual development is enhanced through visits to places of worship and by receiving visitors such as ministers to the school. Bible stories are related well to the attitudes, values and beliefs that the school promotes.
- The school fosters high moral values. It is a caring community where all pupils are valued and respected. Pupils show respect for each other and for adults and they have an awareness of the difference between right and wrong.
- Social responsibility is effectively promoted by the part pupils play in campaigns to raise money for a great number of good causes. Extra-curricular activities contribute substantially to pupils' social and cultural development.
- Pupils form good relationships between each other and with adults and they are courteous and polite towards visitors. They respond conscientiously to opportunities to show initiative but no School Council has yet been formed to give them the opportunity to influence some aspects of school life.
- The school's Welsh ethos promotes pupils' cultural development very well. The *Cwricwlwm Cymreig* (Welsh Curriculum) is given prominence in school activities and pupils contribute regularly to the Welsh activities of the area.
- Pupils are introduced well to other cultures and religions. Their awareness of worldwide citizenship is developing effectively and they have a good understanding of their responsibility for the environment.
- The school has a clear statement on racism and pupils appreciate the need to respect and tolerate others irrespective of background and race.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are good.

- Behaviour is good on both formal and informal occasions in the life of the school. This contributes positively to a happy and congenial atmosphere.

- The school's expectations are clearly outlined in a detailed Discipline and Behaviour support policy.
- Effort, good reading and courtesy are commended by awarding stickers, and extra-curricular successes are announced in whole school meetings. These measures have a positive effect on pupils' motivation, pride and effort.
- The school's ethos and procedures ensure that there is no bullying, sexism, racism or other forms of discrimination. There has been no cause to exclude any pupil from school during recent years.

4.3 Attendance

School attendance rates are good.

- There is full compliance with the registration requirements and attendance issues are appropriately reported to parents. Letters are received from parents to explain almost every absence. In some classes, the good practice is followed of recording oral messages at the back of the registers.
- The county education welfare officer is contacted in the rare instances where poor attendance is a matter of concern.
- With some exceptions, pupils attend school punctually. Appropriate attention is given to punctuality in the day's activities.
- The governors have no quantitative targets to maintain and increase attendance.

5. QUALITY OF EDUCATION

5.1 Quality of the teaching

The quality of the teaching was judged to be very good in 5% of the lessons. It was good in about 60% of the lessons and satisfactory in the remainder.

- Teachers in all classes plan carefully and set clear aims for the lessons. They have a good understanding of the subjects under consideration and of the needs of the groups of pupils that they teach. Good quality resources are provided, lessons have a clear structure and effective use is made of plenary sessions to reinforce pupils' understanding. A very good work relationship is created with the pupils and a supportive and congenial learning environment is provided for them.
- The quality of the teaching is consistently good in the classes for children under five. A wide range of interesting and stimulating practical activities are provided that are relevant to children's maturity and needs. Classroom organisation is effective, children are kept busy at their work, and the quality of the support is very good, especially from the nursery assistants.
- At KS1 and KS2, the good features of the teaching include effective class management and organisation, interesting presentations at the beginning of lessons, appropriate pace from the

start to the end of lessons, a range of interesting activities, challenging questions and effective use of resources, especially the interactive white board. In these lessons, teachers' expectations are high, individuals are well supported and the work prepared matches every pupil's ability and maturity.

- When there are shortcomings in the teaching, the presentations at the beginning of lessons are too long and the aim of the teaching is not clear enough to the pupils. There is a tendency to provide the pupils with too many guidelines for recording their work, limiting the opportunities they get to work independently. In a small minority of lessons, class control is not firm enough.

5.2 Assessment, recording and reporting

The quality of assessment and recording is satisfactory; the quality of reporting to parents is good.

- There is a detailed policy that provides clear guidance on the procedures to be followed for the assessment of NC subjects but it is not fully implemented at the school. Although many detailed assessment activities are used, they lack a clear structure and the assessment does not drive the learning and teaching sufficiently. Little use is made of the NC levels for assessment purposes and for recording pupils' achievements.
- The quality of the assessment of nursery children and the baseline assessment made soon after the children have started in the reception class is good but the next stages to be followed are not noted. Use is made of these assessments for the early identification of pupils with specific needs.
- A whole school portfolio has been created in one of the core subjects to promote a systematic means of assessment but this has not been developed sufficiently. Assessment outcomes are not used to detail the next steps necessary to develop pupils' work.
- A comprehensive marking policy has been formulated and pupils' classwork and homework are regularly marked. Positive comments are often made but the comments do not always indicate clearly to the pupils how to improve their work.
- Parents have the opportunity to see the children's work and discuss their development with the teachers three times a year. Reports to parents are very full, give a fair picture of the progress and achievements of every pupil and are of good quality. They are much appreciated by the parents.
- The arrangements for the assessment of pupils with SEN are effective and detailed. The requirements of the Code of Practice are fully met.

5.3 The curriculum

A broad and balanced curriculum is provided that meets the requirements of the NC, religious education and the Desirable Outcomes for the learning of children under five. It is of good quality.

- The curriculum for children under five gives an appropriate place to the six areas of learning. A good range of motivating activities stimulate and challenge the children to learn. Children are well prepared for NC work.

- Schemes of work have been prepared for all the NC subjects. The general standard is good although the schemes for history and geography have not been updated to meet all NC requirements.

- Termly schemes for KS1 and KS2 are planned in detail, ensuring appropriate balance and progression in pupils' educational experiences. The development of literacy and numeracy receives appropriate attention but the schemes for ICT are not sufficiently purposeful. Each subject is allocated suitable time.

- Planning for teaching the *Cwricwlwm Cymreig* is good and pupils have good opportunities to learn about the Welsh culture and heritage and to develop their bilingualism.

- The quality of the provision for pupils with SEN is very good and the pupils participate fully in all aspects of the curriculum.

- The regularly set homework has a positive effect on pupils' standards of achievement.

- Pupils' personal and social development is well promoted through the PSE scheme and the curriculum provision that includes circle time.

- Pupils are provided with a wide range of extra-curricular activities including team games, sports clubs and Urdd activities. Good use is made of educational visits and of visitors to the school to support pupils' learning.

5.4 Support, guidance and pupils' welfare

The quality of the support and guidance provided for pupils is very good.

- The school provides a welcoming environment where all pupils feel happy and confident. Pupils are comfortable in seeking advice and guidance from the staff.

- All the staff know the pupils well, are caring and sensitive towards them as individuals and attend appropriately to their personal education in all school activities. Pupils are carefully supervised during play and dinner intervals and their safety is ensured while they are in the school.

- There is appropriate emphasis on social inclusion within school activities. All pupils, including those with SEN, have opportunities to contribute in all aspects of school life. The requirements of the school's policies on equal opportunity, racial equality and sex education are implemented regularly. Specific attention is given to pupils' personal welfare and health by following the 'Healthy School' scheme.

- Three members of staff have a current First Aid qualification and there are plans to extend the training to include other members of staff.

- The school has a concise, purposeful health and safety policy. Fire drills are held regularly and pupils are aware of the correct procedures.

- Older pupils' awareness of the importance of road safety has been increased by participating in a project to identify safe walking and cycling paths in the town.

5.5 Provision for pupils with special educational needs [SEN]

The quality of the provision for pupils with SEN is very good and they make very good progress according to their age and ability.

- An appropriate SEN policy has been adopted to ensure full compliance with the requirements of the Code of Practice. The policy is implemented consistently and correctly.
- Effective arrangements have been established to identify pupils' needs at an early stage. The SEN co-ordinator has good knowledge of pupils' needs and the support she provides is very effective. A substantial range of appropriate strategies are used to meet pupils' needs and stimulating materials are used to promote learning.
- The Individual Education Plans [IEP] are of good quality. They are valuable documents and are used regularly by the staff. The targets set in them are specific and measurable and meet pupils' needs. The IEPs are reviewed thoroughly and regularly.
- Pupils with SEN are fully integrated into the life and work of the school and receive a broad, balanced and relevant curriculum. On the whole, work within the classes is suitably differentiated for the pupils and allows them to make good progress in the basic skills.
- Close links are maintained with the parents and they are given appropriate opportunities to discuss their children's needs and progress. There are appropriate co-ordinating procedures between the SEN co-ordinator, teachers, governors, parents and external agencies. There are suitable arrangements for the statutory assessments of statemented pupils.
- The designated governor is fully aware of his responsibilities and works closely with the school's co-ordinator.

5.6 Partnership with parents and the community, schools and other establishments

All of these partnerships are good.

- Parents' commitment and support for the aims and Welsh identity of the school are strong. The active Parent Teacher Association raises funds to buy additional resources. Parents also help with visits, games, handicrafts and classroom reading.
- Parents testify to the school's good methods of communication and consultation. They are informed of school activities and what is taught to their children and they receive regular letters drawing attention to current events. They are happy with the opportunities, such as open evenings, to discuss their children's education and progress.
- The School Handbook is a colourful, user-friendly document that fully meets the current requirements. The most recent governors' report to parents, however, did not include all statutory requirements.

- There are useful contacts with the different associations in the town, with individuals assisting in the classroom or discussing their specialism with the pupils.
- There is a close relationship with a child-care club held daily in the hours before and after school. Because of its success, there are plans to move the club to a permanent cabin on school grounds.
- There are appropriate bridging links with children from the nursery groups that feed the school and their parents. Appropriate social and academic links also exist with the two secondary schools to which Y6 pupils transfer at the end of their primary education. Primary and secondary teachers from the catchment area meet termly to strengthen KS2/KS3 subject links. There is useful, friendly co-operation with the two other schools that share the same campus.
- There are good links with the LEA, including specialist advice to staff, and governor training.
- The school co-operates with the local university in the training of prospective teachers. In addition, students from colleges and other schools spend periods of work-experience at the school.

5.7 Partnership with industry

The partnership with industry is satisfactory.

- Recently, the governors adopted a purposeful policy to strengthen partnership with industry. The policy is of good quality.
- On occasion, advantage is taken of the links with the world of work through fieldwork and educational visits. These links enhance pupils' awareness of the world of work and of industry.
- Two local companies sponsored the colourful cover of the school handbook and sponsorship was received from a local business towards the cost of sports shirts.
- Y5 pupils run the fruit shop, which is open daily. They derive benefit and pleasure from this activity, promoting the practice of healthy eating among their fellow-pupils at the same time. However, they have no practical role in the work of ordering, monitoring and pricing the fruits and therefore lose the opportunity to learn of some of the essentials of running a business.
- The aims of the Links with Industry policy have not been firmly established in the school's practices. The links with the world of work rely on individual efforts and the partnership with industry has not been incorporated in classroom schemes and activities.

6. MANAGEMENT

6.1 Quality of self evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is satisfactory.

- Recently, a whole school self-evaluation system was established. NC data and test scripts are analysed annually to identify any shortcomings in the learning and teaching and aspects of the

core subjects are evaluated by analysing a representative sample of pupils' work. Prior to the inspection, the head carried out an effective evaluation of a number of whole-school aspects, giving specific attention to standards of behaviour, SEN procedures, ethos and the quality of school management. The outcomes of some of these evaluations were reported to the governing body. To date, insufficient attention has been given to the quality of teaching, no detailed action plans were produced after the evaluations and not all members of staff were included in all the processes.

- Whole school targets are set for the core subjects annually at both key stages. The targets are based on the potential performance of each pupil but the targets tend to lack challenge. No firm system has been established for setting pupils' individual targets.
- The SDP is of good quality. It is a concise and purposeful document that sets a clear direction for school development. It includes a thorough evaluation of the previous year's plan and a reasonable number of priorities are identified for development over the period of the plan. While there is detailed planning for management priorities, sufficiently specific implementation strategies are not set for the curricular priorities.

6.2 Leadership and efficiency

The quality of leadership and efficiency at the school is good.

- The head, staff and governing body co-operate effectively, giving the school a clear direction for development. The work of the school is well co-ordinated by the head and general values are shared by all members of the senior management team [SMT]; the school's work is reflected upon critically and there is appropriate emphasis on raising standards and improving the educational provision.
- The governing body know the school well. They play an active role in the development of the school; they have a good understanding of their roles and take a strategic view on the school's future direction. They have adopted an appropriate range of policies and ensure that they are implemented effectively. Their work is expedited by the detailed information they receive from the head.
- Every member of staff makes a valuable contribution to the school's development. They work together effectively as a team and they have an appropriate understanding of their job-descriptions. They undertake some of their leadership roles but their monitoring and evaluating role has not been fully developed.
- There are good links with parents and clear communication channels have been established between home and school. The head and staff are accessible to all and the day-to-day administrative procedures are effective.
- The school budget is managed effectively giving value for money. Financial planning reinforces the school's objectives and priorities and decisions are made that are based on an analysis of the school's needs. Effective forward planning is ensured through a purposeful business plan and prudent use is made of any balances.

6.3 Staffing, accommodation and teaching resources.

Staffing

- There is a sufficient number of teaching staff and other staff with qualifications and experience to meet the school's needs. Their knowledge and skills are up-dated regularly through a training programme and through advisors' visits to the school.

Buildings and rooms

- The quality of the school buildings is good and includes sufficient room for the number of pupils on roll. The buildings and grounds are suitable for the teaching of all NC subjects although sound carries too easily from one room to another in KS1 classes since there is no solid wall separating them. The buildings and surroundings are kept clean and tidy.
- The learning environment in classrooms and corridors is enhanced by numerous displays that promote the current themes and give recognition to pupils' work.
- Parents, governors and staff are concerned about the traffic situation outside and inside the school entrance during busy periods at the beginning and end of the day. Effective railings have been erected to separate vehicles from pedestrians but some difficulties remain. The schools on the site are in discussion with the LEA with a view of creating a purpose-built safe area to drop and pick up passengers. There is insufficient parking space on school grounds and this causes great inconvenience to teachers and to visitors to the school.

Learning resources

- With the exception of ICT, there is a good provision of resources for teaching the NC areas in all classes. They are in good condition and are stored in an orderly manner. There are insufficient computers in KS2 classes to develop ICT skills and some computers are out-dated. This affects pupils' ICT standards unfavourably.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the children under five

The provision for children under five is suitable and promotes the Desirable Outcomes for children's learning. Children's standards of achievement are consistently good across the six areas of experience, and very good in a number of aspects.

Nursery children (age 3-4)

Good features

- The children's development in language, literacy and communication is very good. A very high percentage of the children come from non-Welsh-speaking homes but through hearing and imitating the language patterns of adults they quickly come to use familiar words and sentences. They listen well and participate enthusiastically in oral activities such as repeating simple stories, discussing the weather and how to care for pet animals. They undertake pre-writing exercises, become familiar with a good number of letters and several can write their name independently. They look at books, hold them correctly understanding the difference between print and picture.
- The children's personal and social development is good. They settle down quickly in the school, forming a friendly relationship with adults. They develop their ability to play together and to concentrate on different tasks. Through stories and relevant discussions, they become aware of the different countries of the world and of the fact that people are different.
- The children's mathematical development is good. Through a variety of purposeful practical experiences, their skills and confidence are developed. They count confidently to ten and beyond and they can sort different objects on the basis of colour. They can recognise and name some two-dimensional [2D] shapes.
- The children make very good progress in their knowledge and understanding of the world. They can name parts of the body, describe simple differences between town and country and discuss the work done by different people. Following a visit, they can discuss old toys and compare them with toys today.
- The children's physical development is good. By playing on their large toys in the appropriate area for them, the children develop their physical skills. They move confidently using a suitable variety of equipment and develop their small equipment handling skills as

they colour, build and cut out different shapes.

- The children's creative development is very good. They play constructively in their various corners and create in a variety of media including paint, charcoal, felt pens and dough. They enjoy singing various nursery rhymes and do so enthusiastically, varying the volume of singing according to the words and the teacher's guidance. They role-play with conviction.

Reception children (age 4-5)

Good features

- The children's development in language, literacy and communication is very good. The children listen with interest to stories and recall relevant facts. They answer the teacher's questions quite correctly at some length in Welsh and almost without exception use Welsh when they play games or in small groups playing a role in different corners. A good majority of the children write their names and some simple words independently. The more able begin to read simple books using different strategies to help them.
- Their personal and social development is good. They know the usual established arrangement of the class and they are happy and secure within the school. They have established a good relationship with adults and other children in the class. They can discuss the purpose of worship and prayer. They know about the lives of Jesus Christ and St David and why we celebrate them.
- The children's mathematical development is good. They sort, match, arrange, compare and count familiar things. They can count objects accurately and undertake simple addition activities. They recognise, create and complete simple repetitive patterns. They know that there are different pieces of money and that money is needed to pay for goods when playing in the shop.
- The children make very good progress in their knowledge and understanding of the world. They can talk about the features of spring and summer and through practical experience they can describe what the sunflower needs to grow. The children can say where they live, explaining what a map is. They discuss the features of different materials and suggest suitable purposes for them. They use the mouse to click and drag and they can play simple games independently on the computer.
- The children's physical development is very good. They are aware of their own bodies and their growth. They can drive wheeled toys, changing direction successfully. The children show very good control in using small equipment such as scissors, brushes and pencils.
- The children's creative development is very good. They recognise the main colours and make choices in mixing paint, printing with fingers, creating 3D fish and stitching. They sing tunefully and know a variety of rhymes and games. They use their imagination creatively in role-play in different situations.

Shortcomings

- Not every child has learned to play co-operatively and to take turns.
- The children are not sure of the appropriate mathematical language to use in their activities and play.

Welsh

At KS1 and KS2, standards of oracy and reading are good and writing standards are satisfactory.

Good features

- By the end of KS1, pupils' listening and talking skills are developing well. They listen well to presentations and stories and they are anxious to respond and to participate in discussions. They have a wide vocabulary and they can speak confidently, respond to each other and offer sensible answers to questions.
- KS1 pupils experience a range of reading activities and use a number of suitable strategies to help them to read. They recognise many common words and they can decode unfamiliar words. The most able pupils read fluently with appropriate expression and they can discuss the content of their books, showing an interest in them.
- Pupils' writing skills develop progressively throughout KS1 and they write for different purposes. They use a satisfactory range of sentence patterns and they have an appropriate understanding of basic punctuation.
- At KS2, all pupils listen intently and respond enthusiastically in different situations. The more confident pupils talk fluently and contribute purposefully to class discussions, describing their experiences and ideas clearly.
- The reading skills of KS2 pupils are good and they read books that match their ability. Pupils of middle and lower ability are successful in interpreting texts that are simpler in content and expression. A number of pupils are fluent and confident readers, able to discuss the content of their books intelligently. They can find a book by using the library system and they can use index and content to find information.
- KS2 pupils write regularly in a wide variety of forms and their use of punctuation is appropriate. They are aware that use of the concise form of the verb, idiomatic expressions and similes improves their written work. The pupils use all aspects of the language in activities across the curriculum.

Shortcomings

- At both key stages, a significant minority of pupils are reticent and offer short oral responses in group and whole class situations

- A small number of middle and lower ability at KS1 and KS2 read syllabically and hesitantly and, as a result, their reading lacks expression.
- Although a good number of KS1 pupils are able to form their own sentences, they continue to copy sentences and key words.
- At KS2, pupils are very dependent on a prepared vocabulary and errors of mutation pervade the written work of a significant number.

English

English is not formally introduced to KS1 pupils. At KS2, standards are good in oracy, reading and writing.

Good features

- The pupils listen carefully to each other and to adults, responding without hesitation to commands and remembering, often in detail, what they have heard. They talk confidently using good quality English and they explain their activities and viewpoints confidently to visitors. They offer a clear and rational opinion and express themselves effectively, confidently and correctly.
- The pupils' reading skills are good across the key stage. The good majority of them read confidently and correctly with clear expression and appropriate inflection. They make effective choices of factual material and fiction and they can express an opinion on their choices. The more competent readers can compare books by the same author or by different authors, discussing plot and characters capably. Pupils' ability to gather information from various sources is good and they can scan a text in order to find a piece of information.
- The pupils write regularly in a wide variety of forms and for different purposes. On the whole, most pupils of middle or higher ability produce extended work with a good measure of accuracy. Stories are well organised and show rational development of ideas, and are lively and interesting. The pupils understand the need to modify the linguistic tone and style when responding to different tasks. They punctuate effectively with a good number making increasing use of paragraphing to organise their work.
- By the end of the key stage, pupils' handwriting, almost without exception, is neat and legible and the presentation of the work is good.

Shortcomings

- A small number of pupils do not respond confidently or at any length in class discussions.
- The reading of a small minority of middle and lower ability pupils is mechanical and limited.
- The pupils do not evaluate, improve and redraft their first attempts independently.

Mathematics

Standards are good at both key stages.

Good features

- KS1 pupils read, write and arrange numbers with increasing accuracy and they have a sound understanding of place value. They remember a wide range of previous work well, they understand key concepts and can recall key facts swiftly and accurately. By Y2, pupils can explain their work rationally, count orally in steps of different size and recognise simple number patterns. They have a sound understanding of money and they can use simple fractions such as halves and quarters.
- Their understanding of the characteristics of 2D and 3D shapes is sound. They recognise shapes according to their mathematical names and they can describe their main features accurately. They use standard measures for measuring length, mass and volume accurately and their understanding of time is developing appropriately.
- KS2 pupils are confident users of mathematical procedures. They have a sound understanding of place value in five digit numbers and they can recall and use multiplication and division facts with appropriate speed. They use the four rules with increasing certainty, they can offer a reasonable estimate of answers to number problems and they work accurately on paper and mentally. By Y5, they handle decimals confidently and they have sound understanding of fractions, percentages and negative numbers.
- The pupils use diagrams, graphs and mathematical notation effectively to convey their findings and ideas clearly to others.
- The pupils can measure and name angles accurately and note the symmetries in 2D shapes. They select the most appropriate equipment and unit of measurement for finding the length, perimeter, area and mass of objects. They have an appropriate understanding of capacity and volume.

Shortcomings

- At KS1, pupils do not make enough use of a range of mental strategies.
- KS2 pupils' ability to interpret statistical information is limited.

Science

Standards are good at KS1 and very good at KS2.

Good features

- With the teacher's help, KS1 pupils conduct a good number of investigations. They understand the basic requirements of a fair test and make sensible predictions of possible results to their investigation. They make detailed direct observations of the inner parts of different fruits and keep precise measurements in studying plant growth. By Y2, they are able to discuss their work confidently, record results on ready-prepared sheets and offer a simple explanation of what was found. The pupils use appropriate vocabulary in discussion of concepts and scientific knowledge.

- KS1 pupils' knowledge and understanding of the programmes of study are good. They show sound knowledge and understanding of aspects of the natural world and the behaviour of animals and green plants.
- KS2 pupils present ideas in a form that allows them to be investigated. They plan investigations systematically and undertake purposeful experimental work, making effective use of ICT equipment. They observe and measure systematically and communicate their findings effectively as text, diagrams, graphs and tables. They come to a sensible conclusion based on their observations and they can offer a scientific explanation of their findings. The pupils use scientific terms correctly in their descriptions and observations and show responsible attitudes towards safety.
- KS2 pupils possess a very thorough knowledge and understanding of the content of the programme of study. They can recall scientific facts accurately and very quickly.

Shortcomings

- KS1 pupils' ability to seek scientific information from different sources has not been fully developed.

Design and technology

Standards are good at both key stages.

Good features

- KS1 pupils capably handle a variety of assignments where they design and make products. They convey their ideas through freehand drawings, note the materials required and list the steps taken during the making process. In making a car to carry teddy, a range of materials and components, including cardboard and balsawood, were successfully assembled, joined and combined, and an axle and wheels were used to create movement. They express an opinion of their products through simple pictures and they note how they may be improved. They can program instructions to a floor turtle in order to create a series of movements.
- KS2 pupils plan and create models and structures, such as bridges, very skilfully. Their plans show a good awareness of the properties of materials, such as strength and flexibility, and they work close to the requirements of the task set for them. They express their first ideas in a series of designs before selecting the one most likely to be successful. They use a wide range of materials and components in producing objects and models and they express a simple opinion on their final product. They can control a screen turtle through creating a complex series of instructions.

Shortcomings

- KS1 and KS2 pupils make insufficient use of electrical components in their products.

Information Technology

Standards are good at KS1 and satisfactory at KS2.

Good features

- KS1 pupils use ICT equipment and software with increasing competence in a variety of suitable contexts. They produce pieces of written work effectively on the screen, modifying the text as required. By Y2, they can store, retrieve and modify work before printing it. They use simple art packages to create pictures and patterns related to their work, and, with help, they produce simple block graphs.
- In Y3 and Y4, the pupils use ICT equipment and software effectively to communicate information. Their mastery of the word-processor increases well as they modify, save and retrieve their work. They make good progress in creating a database unaided and present the information in different forms.
- Within the limitations of their experience, Y5 and Y6 pupils are also confident users of ICT equipment and software. They gather information from the Web without assistance and present it in their own words; they use software to draw simple graphs and the Logo procedure to create a picture.

Shortcomings

- There is a lack of consistency in standards of achievement of KS1 pupils in this area. A small minority of the pupils lack confidence in handling ICT equipment and software.
- A significant number of Y5 and Y6 pupils do not practise their ICT skills regularly enough in order to develop into confident users of the technology.
- The ability of Y5 and Y6 pupils across all IT programmes of study has not developed sufficiently.

History

Standards of achievement are good at KS1 and KS2.

Good features

- At KS1, pupils have a generally good understanding of passage of time when discussing their own development and they can discuss periods of development from childhood to old age confidently.
- The pupils' understanding of daily life a long time ago is developing well when playing the work of washing clothes in olden days and discussing how this is done today. The older pupils' understanding of the way of life in the past develops through relevant visits and stories and they can compare this with their own life today.
- Pupils' understanding of the significance old and new artefacts is good. They can name and

describe different household equipment and toys and they use historical vocabulary appropriately.

- At KS2, pupils' understanding of history concepts is good. Pupils' awareness and understanding of historical issues deepen as a result of educational visits to places of historical interest.
- Y3 and Y4 pupils have good knowledge of Celtic history. They can explain how methods of producing food, homes and daily life have changed over the centuries.
- Y5 and Y6 pupils discuss maturely the events of the Second World War and the living conditions of the period. They develop a feeling of empathy through discussion of the circumstances of the evacuees. They write with sympathy for the evacuees and they can compare children's life then and today, explaining the changes. They discuss the facts of the period confidently and describe relevant artefacts.
- The oldest pupils are familiar with different historical sources and use ICT to gather and process historical information.

Shortcomings

- At KS1, pupils' understanding of chronology and of how to arrange a series of events and objects in order are rather uncertain.
- On occasion, KS2 pupils are involved more in gathering information and describing, at the expense of interpreting events and realising their significance.

Geography

Standards are good at KS1 and satisfactory at KS2.

Good features

- At KS1, pupils can draw a simple map of a journey around Abergele with appropriate accuracy. They give simple instructions to follow the route on the map, for example turning right or left, and they can describe some of the main physical features of the journey. They describe orally some of the main geographical characteristics of their area, using correct geographical terms. They can name some of the different types of houses in their area and record them on a pictorial map. When describing the school environment, they can express an opinion on what is attractive or unattractive in the building.
- KS2 pupils can ask a variety of suitable questions on their local area and beyond and offer geographical answers to them. Y3 and Y4 pupils have good knowledge of the foods grown in different parts of the world and they have a basic understanding of the effect of weather and climate on their growth.
- Y5 and Y6 pupils are very competent in handling maps. They draw maps of different scales, use symbols correctly, read grid references with precision and they can recognise a location by following compass directions.

Shortcomings

- In their geographical studies, KS1 pupils tend to describe and compare the features of areas and towns in simple descriptive terms rather than attend to physical and geographical features.

- KS2 pupils' study of an economically developing country is too superficial.
- In Y5 and Y6, pupils' ability to describe different geographical patterns, to recognise human and physical processes and express an opinion on the effect of man on the environment is insufficient.

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Art

Standards are good at both key stages.

Good features

- At KS1, the pupils mix paint independently to create a specific effect and the older pupils describe how to produce a variety of shades. They create various pictures, including a self-portrait in charcoal, pictures in chalk and they use paper to create a mosaic.
- The pupils can name a number of artists and they have worked with a local artist to create an effective *collage* showing homes and the objects within them. This work uses a number of different media and the pupils can discuss and explain the techniques they have used.
- The pupils use a computer program to produce pictures and patterns with increasing capability.
- At KS2, the pupils use a wide range of media to express their ideas. Pupils show positive attitudes and their observational skills are good across the key stage. Y5 and Y6 pupils use sketchbooks effectively to record information and to review and modify their work. They use an art package effectively on the computer to create original pictures.
- Work of high quality was produced by the pupils following a visit to a local gallery and working alongside artists in the school. They study the work of famous artists, including some Welsh artists, and copy some of the techniques in their own work. Y3 and Y4 pupils produced imaginative work after concentrating on particular aspects of pictures, such as background, midground and foreground. These various experiences result in work of good standard.

Shortcomings

- When discussing a picture and explaining their intentions, the pupils' knowledge of specialist vocabulary is limited.

Music

Standards are satisfactory at both key stages.

Good features

- KS1 pupils sing a variety of songs suitable for their age, attaining satisfactory standard. They respond satisfactorily to music, differentiating between quiet and loud sounds. They can

describe the feelings created by specific music.

- In response to a stimulus, pupils can investigate and produce sounds by using different sound sources and perform them for each other. They recognise a number of untuned instruments and are able to use them effectively with different parts of their bodies to create an accompaniment to a story.
- The pupils' awareness of rhythm and tone is consistent. They can listen to the performances of others and discuss them at a simple level. The majority can keep a steady beat.
- KS2 pupils have a wide repertoire of songs. The great majority sing accurately and have good intonation; the quality of the singing is satisfactory. When listening and appraising music, they can name the instruments heard and discuss pitch, echo, tempo, dynamics, texture and feelings. Y5 and Y6 pupils respond effectively to music by painting a picture.
- Pupils make good use of musical instruments to compose an accompaniment to specific stimuli and they record their music as simple graphic score. By Y5 and Y6, the pupils are able to follow the teachers' directions for performing a simple musical accompaniment.

Shortcomings

- In vocal work at both key stages, they give insufficient attention to breathing, diction, phrasing and dynamics.
- At KS1, pupils' listening and appraisal skills are insufficient to enable them to improve the standard of their compositions.
- KS2 pupils do not compose music focussing on the pitch nor do they use the pentatonic scale.
- Pupils' use of ICT in music is undeveloped. Pupils do not use enough ICT to create music.

Physical education

Standards are satisfactory at KS1 and good at KS2.

Good features

- In games lessons in the hall, KS1 pupils show a good awareness of the beneficial effect of physical exercise. They work physically hard in the lesson as they throw, catch and travel with balls of different sizes. They co-operate easily with a partner, with the good majority of them making appropriate use of space and they can evaluate each other's work at a simple level.
- In an athletics lesson, Y3 and Y4 pupils stick tenaciously to their tasks and show good progress in their skills during the period. They practise their skills regularly, learn new techniques and follow the teacher's instructions very closely.
- Y5 and Y6 pupils develop a number of the basic skills of physical education during dance lessons. They move quietly and smoothly on tiptoe as they travel around the hall, have good

recall of movements and techniques learnt in previous lessons, and use technical terms in describing their work. They can dance a number of Welsh folk dances and also create their own dances by integrating a number of basic movements very artistically. Their planning, interpretation and performance skills are good.

Shortcomings

- The standard of ball-handling skills in Y2 is very inconsistent with a significant minority of pupils having difficulties in mastering key skills.
- The lack of involvement of some individuals at KS1 in their tasks impairs the standards for the rest of the class.
- A small number of B5 and B6 boys do not show the same involvement in their work as the rest of the class. This affects the standard of their work.

Religious education

Standards are good at both key stages.

Good features

- At KS1, pupils are familiar with a good number of Bible stories and they can repeat them orally with accuracy. They know about the main Christian festivals and can discuss some of the main events associated with them.
- KS1 pupils have a good awareness of the features and practices of places of worship and they can describe the objects within them and ceremonies such as baptism accurately. The pupils have a good understanding of the significance and purpose of the communal services held at the school. Their awareness of values such as friendship and kindness towards others is good and they appreciate the importance of gratitude.
- At KS2, the pupils can talk at greater length about the Christian festivals. They know many Bible stories and they can explain the differences between the Old Testament and the New Testament, mentioning a number of the characters in them.
- They are aware of other religions apart from Christianity. They have a good awareness of what is important to Jews and about some of their festivals. They know the importance of the Bible as a sacred book for Christians and the Torah for the Jews. They can compare synagogue and chapel and church and their knowledge and understanding of the Jewish religion is sound.
- Visits by local religious leaders enhance their learning. The pupils know about leaders such as Mother Theresa and others that reflect the teachings of Jesus. They are aware of the purpose of prayer and compose their own purposeful prayers. In discussing the natural environment, they express an opinion on how they should protect the earth.

Shortcomings

- At KS1, pupils' knowledge of another religion other than Christianity is undeveloped.
- A significant number of KS2 pupils cannot name parables and are uncertain of the meaning and purpose of a parable.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was last inspected in the 1998 autumn term when six key issues needing attention by the school were noted, namely:

- *Improve language development among the children under five*
- *Improve achievement standards in English at KS2*
- *Improve assessment procedures*
- *Develop comprehensive schemes of work in Welsh, English and mathematics*
- *In areas where standards are satisfactory rather than good, set clearer and more challenging aims and target these more directly in the teaching and in the monitoring of pupils' work.*
- *Continue to improve communication and consultation with parents.*

The school has made good or better progress in taking action on five of the key issues noted in the 1998 report and satisfactory progress in one key issue.

- Standards in language, literacy and communication for children under five are now good.
- By now, standards in English at KS2 are good.
- Although the assessment procedures are now satisfactory, they need to be developed further.
- Comprehensive schemes of work have been prepared for the core areas.
- Standards in the great majority of subjects have improved since the previous inspection. A system of self-evaluation was recently established although it has not yet developed to its full potential.
- Parents testify that communication between school and home is good.

8.2 Key issues for action

There is need to:

- *continue to develop the school's self-evaluation systems by giving more attention to the quality of the teaching and learning;
- develop further the assessment, recording and reporting systems, implement the good practices noted in the school's policy and ensure that the assessment drives the learning and teaching;
- build on the achievements in the subjects and key skills that are of satisfactory standard by attending to the shortcomings noted;
- develop further the leadership, monitoring and evaluation roles of the subject co-ordinators;
- ensure that the Annual Governor's Report to Parents includes all statutory requirements;
- continue with governing body's efforts to improve the traffic situation within and outside the school entrance and ensure more parking space on school grounds.

* a SDP priority for 2004 - 2005

{!}APPENDIX

School Data{~}

A. Basic information about the school

Name of school	Ysgol Glan Morfa
Type	Primary community school
Age range of pupils	3 – 11
School address	Ffordd y Morfa, Abergele, Conwy
Post code	LL22 7NU
Telephone number	01745 832922

Name of head teacher	Mr Arwel Roberts
Date of appointment	September 2002
Chair of governors	Mr Dylan Jones
Registered inspector	Wil Williams
Date of inspection	25 – 27 May, 2004

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	20	20	16	25	13	11	12	20	127

<i>Number of teachers</i>									
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	Full time	Part time	Full time equivalent
Number of teachers	5	2	6.4

<i>Staffing information</i>	
Pupil: teacher ratio, excluding nursery and special classes	18.2 :1
Average class size : excluding nursery and special classes	19.5
Teacher : class ratio	1.07:1

<i>Attendance in percentages for the three terms preceding the inspection</i>					
	N	R	KS1	KS2	Whole school
Spring term 2004	83.8	96.2	91.5	92.6	93
Summer term 2003	92.9	92.8	95.2	94.6	94.3
Autumn term 2003	88.4	95.3	94.3	94.7	94.8

Number of pupils excluded during the previous 12 months	0
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C. Results of National Curriculum assessments and public examinations

Results of National Curriculum Assessments KS1: 2003			Total number of pupils in Y2: 13					
Percentage of pupils at each level								
			D	W	1	2	3	2+
WELSH	Teacher Assessment	School	0	0	0	53.8	46.2	100
		National	0	3	14	64	18	82
MATHEMATICS	Teacher Assessment	School	0	0	0	61.5	38.5	100
		National	0	3	11	58	28	86
SCIENCE	Teacher Assessment	School	0	0	0	61.5	38.5	100
		National	0	2	11	65	21	86

Results of National Curriculum Assessments KS3: 2003			Total number of pupils in Y6: 10									
Percentage of pupils at each level												
			D	E	N	W	1	2	3	4	5	4+
English	Teacher Assessment	School	0	0	0	0	0	0	0	50	50	100
		Wales	0	0	0	0	1	6	17	46	30	0
	Test/task	School	0	0	0	0	0	0	0	50	50	100
		Wales	0	2	1	0	0	5	12	41	38	0
Welsh	Teacher Assessment	School	0	0	0	0	0	0	0	50	50	100
		Wales	1	0	0	0	1	4	19	50	23	0
	Test/task	School	0	0	0	0	0	0	0	50	50	100
		Wales	1	2	0	1	0	3	18	51	24	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	40	60	100
		Wales	0	0	0	0	1	4	19	47	28	0
	Test/task	School	0	0	0	0	0	0	0	40	60	100
		Wales	0	5	1	1	0	4	19	43	30	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	70	30	100
		Wales	0	0	0	0	0	2	13	50	33	0

Test/task	School	0	0	0	0	0	0	0	0	70	30	100
	Wales	0	2	0	0	0	1	10	47	38	0	

Percentage of KS1 pupils achieving Level 2 in mathematics, science and Welsh (first language), by teacher assessment

School:	100	Wales:	80.4
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Percentage of KS2 pupils achieving Level 4 or above in mathematics, science and Welsh (first language) or English

School:	100	Wales:	68.1
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D. The evidence base of the inspection

The school was inspected over a period of two and a half days by a team of two professional inspectors and one lay inspector. A total of six inspection days were spent at the school. During the period:

- 24 lessons were attended, dividing the time fairly equitably between classes;
- pupils were questioned in detail on their knowledge and understanding of the curriculum;
- pupils' work over two terms was examined;
- a cross-section of pupils was heard reading in Welsh and in English;
- all school documentation was studied including the SDP and schemes of work for all subjects;
- teachers' assessment records and reports prepared for parents were studied;
- attendance registers were inspected;
- detailed attention was given to the school budget;
- a formal meeting was held with the school's governing body, before and after the inspection;
- a parents' meeting was attended where 17 parents were present, and 11 questionnaires received from parents were analysed.

E. Composition and responsibilities of the inspection team

Responsibilities of team members

Wil Williams	Gwenan Williams	John Roberts
<ul style="list-style-type: none"> ▪ The school and its priorities ▪ Main findings of the report ▪ Standards achieved in the subjects and areas of learning ▪ Standards achieved in the key skills across the curriculum ▪ Teaching ▪ Quality of self evaluation and planning for improvement ▪ Leadership and efficiency ▪ Staffing, accommodation and learning resources ▪ Mathematics ▪ Science ▪ Design and technology ▪ Information technology and communication ▪ Geography ▪ Physical education ▪ Progress since the previous inspection ▪ Key Issues for action 	<ul style="list-style-type: none"> ▪ Pupils’ spiritual, moral, social and cultural development ▪ Assessment, recording and reporting ▪ Curriculum ▪ Support, guidance and pupils’ welfare ▪ Provision for pupils with special educational needs ▪ Children under five ▪ Welsh ▪ English ▪ History ▪ Art ▪ Music ▪ Religious education 	<ul style="list-style-type: none"> ▪ Pupils’ spiritual, moral, social and cultural development ▪ Behaviour and attitudes ▪ Attendance ▪ Support, guidance and pupils’ welfare ▪ Partnerships with parents and the community, schools and other establishments ▪ Partnership with industry ▪ Staffing, accommodation and learning resources

The inspectors wish to express their thanks to the school’s governors, head, staff, pupils and parents for their willing co-operation during the inspection.