

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Morfa Junior School
Olive Street
Llanelli
Carmarthenshire
SA15 2AP**

School Number: 6692156

Date of Inspection: 10/07/06

by

**David Martin Cray
16768**

Date of Publication: 08/09/06

Under Estyn contract number: 1122005

The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gsi.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

© Crown Copyright 2006: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

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

The inspection of Morfa Junior School took place between 10/07/06 and 12/07/06. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	8
Key Question 2: How effective are teaching, training and assessment?	8
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	9
Key Question 4: How well are learners cared for, guided and supported?	11
Leadership and management	12
Key Question 5: How effective are leadership and strategic management?	12
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	13
Key Question 7: How efficient are leaders and managers in using resources?	14
Standards achieved in subjects and areas of learning	15
English	15
Mathematics	15
Design technology	16
Information technology	17
History	17
Art	18
School's response to the inspection	18
Appendices	20
1 Basic information about the school	20
2 School data and indicators	20
3 National Curriculum assessments results	21
4 Evidence base of the inspection	21
5 Composition and responsibilities of the inspection team	22

Context

The nature of the provider

- 1 Morfa Junior School serves the urban area that lies on the southern boundary of the town of Llanelli. It is maintained by Carmarthenshire Local Education Authority. Welsh Assembly Government data, including the Welsh Index of Deprivation suggests that the school has a particularly deprived catchment area.
- 2 Currently, there are 98 pupils between 7 and 11 years of age on the school register and they are transferred from Morfa's feeder infants' school following the completion of their Key Stage 1 education at the end of Year 2. Over the years, pupil numbers have fallen.
- 3 Around 52% of pupils are entitled to receive free school meals – a figure that is significantly higher than county (18%) and national averages (19%). Sixty-six pupils, (65%), including seven with statements, are designated as having additional learning needs. This is again a figure that is significantly higher than county and national averages.
- 4 Ninety per cent of pupils come from homes where English is the predominant language. English is the medium of teaching and learning, with Welsh being taught as a National Curriculum foundation subject.
- 5 The school was last inspected in June 2000 and there have been a number of staffing changes since then. The headteacher was formally appointed to her post in November 1998 and is currently also acting as the headteacher of the nearby feeder infants' school.

The school's priorities and targets

- 6 The current school development plan identifies priorities and targets that include:
 - Raising standards in literacy, numeracy and various subject areas;
 - Improve standards of basic skills;
 - Multiculturalism and diversity;
 - Focus based assessment;
 - Provide a programme of accelerated learning;
 - Behaviour management;
 - Boys' underachievement.

Summary

- 7 The findings of the inspection team matched the judgements made by the school in Key Questions 2 and 6. Lower grades were awarded for the other Key Questions.

Table of grades awarded

- 8 The inspection team judged the school's work as follows:

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

Standards

- 9 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	41%	59%	--	--

- 10 In the subjects inspected, the standards achieved are as follows:

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 3
Design and technology	Grade 3
Information technology	Grade 3
History	Grade 3
Art	Grade 2

- 11 Overall, the vast majority of pupils progress in their work, achieving agreed learning aims and realising their potential. Pupils with additional learning needs often make particularly good progress according to their ability.
- 12 In general, pupils make sound progress in the development of their communication and mathematical skills in a range of contexts across the

curriculum. The use they make of their information technology skills to support their learning is less well developed.

- 13 Pupils' bilingual competence is limited, but they do respond positively to the incidental use of Welsh by teachers across the curriculum.
- 14 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in recent years has usually been above the median and within the highest performing 50% group of schools, but outside the top 25% group.
- 15 Girls' attainment is usually higher than that of boys. The significantly high number of pupils' with additional learning needs affects the school's performance data.
- 16 Whilst the behaviour of the vast majority of pupils is good there are some individuals across the school who have difficulty in conforming. These are usually dealt with effectively by teachers using agreed behaviour management strategies.
- 17 In the three full terms prior to the inspection, the average level of attendance was around 90%, which is significantly lower than Welsh Assembly Government expectations. A number of pupils do not arrive punctually for the start of the school day.

The quality of education and training

- 18 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	58%	29%	3%	--

- 19 Teachers successfully foster and establish good working relationships with the pupils. They know them well and value and respect them as individuals. Authority is exercised with clarity and fairness.
- 20 Teachers are very good role models. Effective strategies are used to motivate pupils to achieve their best in all areas of the curriculum. Teachers' efforts in promoting and enhancing pupils' self esteem have a positive effect upon their attitude to work.
- 21 At present, there are insufficient opportunities for pupils to develop and apply their bilingual skills in subjects across the curriculum.
- 22 Overall, the school responds well to pupils' learning needs and offers a broad, balanced and relevant curriculum with equal access to all pupils.

- 23 The school is socially inclusive and care is taken to ensure that the curriculum and other school events, including sporting activities, provide equality of access and opportunity.
- 24 Overall, the arrangements for the pupils' personal and social education are effective. The school's programme offers opportunities for circle time and whole class discussions on a range of issues including friendship and feelings.
- 25 The school makes good provision for promoting pupils' moral and social development. Although there are occasional visits from a local minister, the school's assemblies lack a spiritual ethos and opportunities to offer prayers and to participate in hymn singing are limited. The provision to promote pupils' knowledge and understanding of issues relating to multiculturalism is good.
- 26 Although issues relating to sustainable development are dealt with within the curriculum and the school's personal and social education programme, the pupils' awareness of environmental issues and their perception of sustainable development are underdeveloped. Global citizenship is addressed through various activities including the study of European countries, Africa, areas in America and the school's involvement in helping a third world charity.
- 27 Opportunities for pupils to develop their entrepreneurial skills and their awareness of the world of work are limited.
- 28 Pupils' experiences in school, including the many extra curricular activities help them develop good attitudes to lifelong learning.
- 29 Pupils are well cared for guided and supported. The school is a close community and the headteacher, teachers and support staff work hard to make every pupil feel valued and included.
- 30 Although the school has participated in projects based on promoting a healthy lifestyle, pupils would benefit from more initiatives to further develop their awareness.
- 31 The quality of monitoring behaviour and pupil performance is good. The school is constantly fostering, developing and monitoring new strategies in behaviour management.
- 32 Registers are kept in accordance with the statutory requirements, but there is a need to increase the efforts to raise the levels of pupil attendance.
- 33 Whilst day-to day procedures for ensuring the safety and well-being of pupils are sound, there is a need to improve the arrangements in respect of the assessment of risk when undertaking off-site visits.
- 34 Provision for pupils with additional learning needs include some outstanding features. The well-established school initiative of a Nurture Class provides

outstanding care and provision for pupils with a range of additional learning needs.

- 35 Although the school has taken reasonable steps to ensure that disabled pupils are not treated less favourably, it does not have an accessibility plan based on the requirements of the Special Educational Needs and Disability Act (2001).

Leadership and management

- 36 The headteacher provides positive leadership that gives a clear sense of direction to the work of the school and promotes improvements. She succeeds in effectively co-ordinating the work of the teachers, the support staff and the governing body.
- 37 The school fulfils its responsibilities in terms of teaching time requirements, but there are shortcomings in the annual report of the governing body to parents in respect of reporting on and setting targets.
- 38 Self-evaluation procedures are developing well. The teachers shoulder a good measure of responsibility and are well informed about performance in the areas for which they are responsible. This information has been used effectively to make improvements and raise standards.
- 39 The self-evaluation report produced by the school is particularly comprehensive. It offers honest judgements on the areas of the inspection, identifying those that are strengths, together with aspects that require further development.
- 40 The school development plan is a useful document that identifies a number of priorities, together with the operational responsibilities allocated to individuals and the resources that are required. However, it would benefit from greater clarity in respect of some of the time lines set for the realisation of mid and long-term priorities in particular, and the links between the Plan and those matters that have been identified for improvement through the school's own self-evaluation processes are also not always sufficiently clear.
- 41 Good progress has been made since the last inspection, in particular the raising of the standards achieved by pupils.
- 42 Overall, the school has a good supply of resources for the age range. However, the number of interactive whiteboards is inadequate for a school of this size.
- 43 The building is showing signs of neglect and deterioration, and is in need of urgent upgrading. The external play area, whilst very secure, does little to engage and stimulate pupils' learning.
- 44 Whilst staff generally make good use of the significant amount of surplus place that is available, the rooms where most of the information technology

equipment is located are not used to best effect and the present arrangements do not provide sufficiently regular access for pupils to computers. This affects standards in this area.

- 45 Overall, financial resources are managed effectively and the school provides value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: continue to build on the good work in raising standards by attending to the shortcomings noted under the subject headings;
- R2: develop pupils' bilingual competence and also information technology across the curriculum;
- R3: work with parents to improve pupils' levels of attendance;
- R4: ensure that pupils' spiritual development is given appropriate attention;
- R5: ensure that statutory requirements are met in full.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings.

- 46 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 2 for this key question. Whilst there are good features to the standards achieved by pupils', they do not sufficiently outweigh shortcomings for the inspectors to award a grade higher than 3.

- 47 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	41%	59%	--	--

- 48 In the subjects inspected, the standards achieved are as follows:

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 3
Design and technology	Grade 3
Information technology	Grade 3
History	Grade 3
Art	Grade 2

- 49 Overall, the vast majority of pupils progress in their work, achieving agreed learning aims and realising their potential. Pupils with additional learning needs often make particularly good progress according to their ability.
- 50 In general, pupils make sound progress in the development of their communication and mathematical skills in a range of contexts across the curriculum. The use they make of their information technology skills to support their learning is less well developed.
- 51 Pupils' bilingual competence is limited, but they do respond positively to the incidental use of Welsh by teachers across the curriculum.
- 52 In 2005 according to teacher assessments, 59.3% of pupils at the school attained level 4 or above in the core subjects of English, mathematics and science (Wales 74.3%; Carmarthenshire 74.8%). In 2004 it was 63% (Wales 72%; Carmarthenshire 69%) and in 2003 the figure was 41.7% (Wales 71%; Carmarthenshire 69%). The results for 2005 for each subject are considerably lower than county and national averages.
- 53 Girls' attainment is usually higher than that of boys. The significantly high number of pupils' with additional learning needs affects the school's performance data.
- 54 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in recent years has usually been above the median and within the highest performing 50% group of schools, but outside the top 25% group.
- 55 In the vast majority of instances, pupils' personal, social and learning skills are developing appropriately. They display particularly good creative skills. Most enjoy their lessons, work well together and are prepared to persevere when having difficulty. Some however are passive learners and have to be encouraged to participate by their class teachers.
- 56 Whilst the behaviour of the vast majority of pupils is good there are some individuals across the school who have difficulty in conforming. These are usually dealt with effectively by teachers using agreed behaviour management strategies.
- 57 In the three full terms prior to the inspection, the average level of attendance was around 90%, which is significantly lower than Welsh Assembly

Government expectations. A number of pupils do not arrive punctually for the start of the school day.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings.

58 The findings of the inspection team match the judgement made by the school in the self-evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	58%	29%	3%	--

60 Teachers successfully foster and establish good working relationships with the pupils. They know them well and value and respect them as individuals. Overall, teachers adopt a consistent approach to promoting appropriate behaviour and to the management of pupils, especially the minority who sometimes present challenging behaviour. Authority is exercised with clarity and fairness.

61 Teachers are very good role models. Effective strategies are used to motivate pupils to achieve their best in all areas of the curriculum. Teachers' efforts in promoting and enhancing pupils' self esteem have a positive effect upon their attitude to work.

62 Equal opportunities are promoted within the school and programmes of work are modified as required to fulfil the needs of individual pupils including pupils with additional learning needs. Arrangements for providing targeted support through the Nurture Class and during withdrawal sessions is organised very effectively. The provision for a pupil for whom English is an additional language is extremely effective.

63 Lesson preparation is thorough with clear and consistent focus on learning objectives and assessment opportunities. Plenary sessions are used to evaluate and consolidate learning.

64 In the lessons observed, the outstanding features include:-

- lively, energetic teaching, where a sense of fun and dramatisation succeeds in engaging pupils fully in the learning.

65 Good features include:-

- sound links with previous learning and skilful questioning;
- effective use of innovative teaching strategies and emphasis on practical experiences;

- interesting activities that stimulate and challenge pupils to achieve their best and persevere with the task; and
 - clear instructions at the outset and lessons conducted at a brisk pace.
- 66 The shortcomings featured in the teaching are:-
- lengthy presentations and lack of pace;
 - over direction and lack of opportunities for pupils to work independently, and
 - instances where the noisy working environment restricts effective teaching and learning.
- 67 At present, there are insufficient opportunities for pupils to develop and apply their bilingual skills in subjects across the curriculum.
- 68 The school has established sound procedures for assessing and recording pupils' progress in the core subjects. Analysis of test results is used to inform future planning. Examples of pupils' work are kept in appropriate files, however, these pieces are not always sufficiently well annotated.
- 69 The overall standard of marking is good and pupils play an active role in setting individual targets. However, pupils' self-assessment skills need to be further developed.
- 70 Moderation of pupils' work and the compilation of portfolios containing annotated and levelled examples of work enable teachers to assess National Curriculum levels accurately in subjects such as English, mathematics and information technology. However, this practice needs to be further developed to include all subject areas.
- 71 The quality of the pupils' annual progress reports is good and conforms to the requirements. The recently modified format includes comments on pupils' progress in every subject as well as their personal and social development. Specific targets highlight areas to be developed in the core subjects. Opportunities are provided for parents to comment on the report and to discuss their child's progress during an end of year consultation evening. Parents appreciate the school's 'open door' policy, however, comments were made in the parental questionnaires and during the pre inspection meeting that one formal meeting a year was insufficient.

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

Grade 3: Good features outweigh shortcomings.

- 72 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 2 for this key question. Whilst there are good features to the pupils' learning experiences, they do not sufficiently outweigh shortcomings for the inspectors to award a grade higher than 3.

- 73 Overall, the school responds well to pupils' learning needs and offers a broad, balanced and relevant curriculum with equal access to all pupils.
- 74 Appropriate policies and schemes of work are in place for all subject areas, including religious education. Although they vary in quality and format they all provide a sound framework upon which to guide short term planning.
- 75 Daily sessions provide opportunities for pupils to practise and develop a range of basic and key skills. However, planned activities for pupils to utilise their information technology skills in areas across the curriculum are less well developed.
- 76 The school's provision for promoting the pupils' bilingual competence is underdeveloped. In its self-evaluation report the school recognises the need for more attention to the way in which it includes Y Cwricwlwm Cymreig in the learning programme.
- 77 The school is socially inclusive and care is taken to ensure that the curriculum and other school events, including sporting activities, provide equality of access and opportunity.
- 78 Teachers and support staff offer a wide range of after school and lunchtime clubs. The school's Breakfast Club is particularly successful. Through staff commitment and the enthusiastic participation of many pupils, these are pleasant occasions and add a valuable dimension to pupils' learning. Educational visits, including residential courses for older pupils, visiting artists, musicians and speakers from the local community help develop their understanding. All these experiences broaden and enrich the pupils' learning experiences and enhance their personal and social development.
- 79 Overall the arrangements for the pupils' personal and social education are effective. The school's programme offers opportunities for circle time and whole class discussions on a range of issues including friendship and feelings.
- 80 The school makes good provision for promoting pupils' moral and social development. Although there are occasional visits from a local minister, the school's assemblies lack a spiritual ethos and opportunities to offer prayers and to participate in hymn singing are limited. Pupils are sometimes allowed time to reflect quietly on the moral messages conveyed. The provision to promote their knowledge and understanding of issues relating to multiculturalism is good.
- 81 Although issues relating to sustainable development are dealt with within the curriculum and the school's personal and social education programme, the pupils' awareness of environmental issues and their perception of sustainable development are underdeveloped. Global citizenship is addressed through various activities including the study of European countries, Africa, areas in America and the school's involvement in helping a third world charity.

- 82 As is reflected in the mainly positive responses to the questionnaires, the school strives for a good relationship with the parents who are generally supportive of school centred functions. There is a small parent based fundraising group. Parents have responded well to the home-school agreement and the school's prospectus is informative and meets the requirements.
- 83 Overall community links are good and the school is always prepared to support local institutions and functions. The school's choir is often in demand locally and has also performed at the Senedd of the National Assembly.
- 84 The school has a good relationship and with both its feeder infant school and the secondary school to where the Year 6 pupils transfer. Sporting links with other local junior schools are also good.
- 85 Opportunities for pupils to develop their entrepreneurial skills and their awareness of the world of work are limited.
- 86 Pupils' experiences, including the many extra curricular activities, help them develop good attitudes to lifelong learning.

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

Grade 2: Good features and no important shortcomings

- 87 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 1 for this key question. Whilst the provision made for pupils in the Nurture Class is outstanding, the inspection team judged that taken in its totality this Key Question reflected Grade 2.
- 88 Pupils are well cared for guided and supported. The school is a close community and the headteacher, teachers and support staff work hard to make every pupil feel valued and included. Providing sound pastoral support is a priority and pupils have good relationships with all members of staff.
- 89 An effective partnership has been developed between the school and the community police. It also has sound links with other outside agencies that offer guidance and support in a range of issues relating to the care and welfare of the pupils.
- 90 Although the school has participated in projects based on promoting a healthy lifestyle, pupils would benefit from more initiatives to further develop their awareness.
- 91 The quality of monitoring behaviour and pupil performance is good. The school is constantly fostering, developing and monitoring new strategies in behaviour management.

- 92 Registers are kept in accordance with the statutory requirements, but there is a need to increase the efforts to raise the levels of pupil attendance.
- 93 Whilst day-to day procedures for ensuring the safety and well-being of pupils are sound, there is a need to improve the arrangements in respect of the assessment of risk when undertaking off-site visits.
- 94 Child Protection guidelines issued by the local authority are followed and all members of staff are fully aware of the procedures and the need to be vigilant.
- 95 Provision for pupils with additional learning needs include some outstanding features. The well-established school initiative of a Nurture Class provides outstanding care and provision for pupils with a range of additional learning needs. Initiatives such as the art therapy sessions are extremely successful and popular. The school very effectively manages this provision and ensures that pupils are fully integrated.
- 96 Good quality and regular targeted support is offered to pupils in mainstream classes and learning support assistants work effectively alongside teachers and supporting groups in withdrawal sessions. Individual educational plans are prepared by class teachers, but there is an element of inconsistency in their quality. Plans are reviewed three times a year and parents and carers are invited to be involved in these reviews.
- 97 The school's policies for equal opportunities are successfully implemented and this is reflected well in the day-to-day life and work of the school.
- 98 Positive attitudes are encouraged amongst pupils on issues such as promoting equality on the basis of race, gender, background and disability. Emphasis is placed on educating pupils about the importance of tolerance and respecting diversity.
- 99 The School Council effectively brings pupils' views and ideas to the fore.
- 100 Although the school has taken reasonable steps to ensure that disabled pupils are not treated less favourably, it does not have an accessibility plan based on the requirements of the Special Educational Needs and Disability Act (2001).

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 101 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 1 for this key question. Whilst there are good features, the inspection team did not agree with the judgement that there are outstanding features to the school's leadership and strategic management.

- 102 The headteacher provides positive leadership that gives a clear sense of direction to the work of the school and promotes improvements. She succeeds in effectively co-ordinating the work of the teachers, the support staff and the governing body. Agreed aims and values are well reflected from day-to-day. This is particularly evident in the approach to the management of behaviour of pupils.
- 103 All in all, despite some gaps, appropriate management and curricular policies have been adopted to ensure that the school fulfils its responsibilities effectively.
- 104 Appropriate performance management procedures have been established and the targets that are set promote the ongoing professional development of staff whilst at the same time address the school's own priorities.
- 105 The governors know the school well and in general they undertake their duties effectively. They provide good support for the headteacher in the work of setting the strategic direction of the school, but there is room to develop further their monitoring responsibilities.
- 106 The school fulfils its responsibilities in terms of teaching time requirements, but there are shortcomings in the annual report of the governing body to parents in respect of reporting on and setting targets, which means that it does not fully satisfy the requirements of Welsh Assembly Government Circular 15/01.

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

Grade 2: Good features and no important shortcomings

- 107 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 108 Self-evaluation procedures are developing well. The teachers shoulder a good measure of responsibility and are well informed about performance in the areas for which they are responsible. This information has been used effectively to make improvements and raise standards. The arrangements have recently been refined to ensure a more systematic approach led by a monitoring timetable that evaluates both standards and quality issues over a three-year period.
- 109 Good consideration is given to the views of pupils in the development of the school through the use of questionnaires and the work of the School Council.
- 110 The targets set for individual pupils are achievable and realistic. However, there is no rolling three-year programme of targets set according to the statutory requirements of the Welsh Assembly Government.

- 111 The self-evaluation report produced by the school is particularly comprehensive. It offers honest judgements on the areas of the inspection, identifying those that are strengths, together with aspects that require further development.
- 112 The school development plan is a useful document that identifies a number of priorities, together with the operational responsibilities allocated to individuals and the resources that are required. However, it would benefit from greater clarity in respect of some of the time lines set for the realisation of mid and long-term priorities in particular, and the links between the Plan and those matters that have been identified for improvement through the school's own self-evaluation processes are also not always sufficiently clear.
- 113 The findings of the inspection team matched the grades awarded by the school in Key Questions 2 and 6. Lower grades were awarded for the other Key Questions.
- 114 Good progress has been made since the last inspection, in particular the raising of the standards achieved by pupils.

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

Grade 3: Good features outweigh shortcomings.

- 115 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 1 for this key question. Whilst there are good features, the inspection team did not agree with the judgement that there are outstanding features to the school's use of its resources and there are shortcomings in the level and use made of some resources.
- 116 Staffing levels at the school are particularly good and teachers are suitably qualified for undertaking the duties outlined in their job descriptions. Learning support assistants work well alongside teachers.
- 117 Whilst the arrangements for reducing the teachers' workload are working effectively, this has resulted in larger classes, albeit within acceptable levels. Teachers update their curricular knowledge and expertise by following training programmes and by receiving support visits from local education authority advisors.
- 118 Overall, the school has a good supply of resources for the age range. However, the number of interactive whiteboards is inadequate for a school of this size.
- 119 The building is showing signs of neglect and deterioration, and is in need of urgent upgrading. The external play area, whilst very secure, does little to engage and stimulate pupils' learning.
- 120 Whilst staff generally make good use of the significant amount of surplus place that is available, the rooms where most of the information technology

equipment is located are not used to best effect and the present arrangements do not provide sufficiently regular access for pupils to computers. This affects standards in this area.

- 121 The building has been adapted to allow access for disabled persons.
- 122 Overall, financial resources are managed effectively and the school provides value for money.

Standards achieved in subjects and areas of learning

English

Grade 2: Good features and no important shortcomings

Good features

- 123 The majority of pupils' listen attentively and purposefully, responding well to questions and instructions. Most speak clearly and confidently when expressing their thoughts and ideas. Pupils work well together in pairs and share their ideas and opinions. Their interviewing technique is developing well as they pose questions in a role-play situation.
- 124 Overall, the standards in reading are good. Pupils make good progress towards improving their accuracy and fluency and are able to use a range of strategies to self-correct. Pupils of all ages and abilities can discuss the plot and explain about the characters of the books they are reading.
- 125 Pupils undertake a comprehensive range of writing for different purposes. These include designing leaflets for various attractions, posters, scripts, dialogues, report writing and various forms of letter writing. Overall, the standard of pupils' written work is good. Older pupils come to be able to produce regular, interesting and extended pieces of writing and give due attention to the required structure and accuracy.
- 126 The presentation and handwriting skills of the majority of pupils are well developed.

Shortcomings

- 127 Pupils' ability to use reference materials such as thesauri and reference books is underdeveloped.
- 128 Pupils do not use appropriate expression when reading aloud.

Mathematics

Grade 3: Good features outweigh shortcomings.

Good features

- 129 More able pupils make particularly good progress in their understanding of number. They handle large numbers quite confidently and use a variety of strategies in their work. They use the four operations accurately and their understanding of decimals, fractions and percentages is good.
- 130 They have a developing understanding of shape and space, using the related geometrical language. They come to be able to measure angles correctly using a protractor. More able pupils deal confidently with standard units of length, mass, capacity and time.
- 131 They collect and represent data in various ways and for different purposes including traffic surveys. Younger pupils come to be able to sort data using Venn and Carroll diagrams and older pupils understand and use the mode, median and mean in their work on temperature in various locations at different times of the year.

Shortcomings

- 132 Pupils in general have an uncertain grasp of multiplication table facts.
- 133 When questioned, pupils' ability to apply their understanding of standard units of measure in practical situations is generally limited.
- 134 Pupils do not have sufficient understanding of the geometric features of three-dimensional shapes.

Design and technology

Grade 3: Good features outweigh shortcomings.

Good features

- 135 Pupils are becoming increasingly aware of the need to undertake research into the manufacture of various products to help inform them when responding to the brief set for them by their teachers.
- 136 They have good awareness of the characteristics of materials, such as strength and flexibility, and they are able to select the most suitable material and medium for the task in hand. They use a wide range of materials and components to create objects and working models. Their finished products, which include magnets, puppets, musical instruments, school bags, pop-up books and animals with moving parts, are skilfully produced and are of a high standard.

Shortcomings

- 137 The designs upon which pupils base their products are not sufficiently well developed and refined.
- 138 Overall, the evaluations produced by pupils after the completion of their work are too superficial.

Information technology

Grade 3: Good features outweigh shortcomings.

Good features

- 139 Across the key stage, pupils use software to convey ideas and information in textual, pictorial and audio forms, and when drafting and re-drafting their work.
- 140 They have begun to familiarise themselves with using a digital camera, e-mail and make some use of the Internet to gather information.
- 141 There is some evidence of pupils producing a range of graph work to support other curricular areas and to cross-examine information in a database.
- 142 The modelling skills of pupils are developing as they experiment with Logo to create geometrical shapes and patterns. Using a spreadsheet package further develops their modelling skills.

Shortcomings

- 143 Overall there is insufficient progress in pupils' basic skills and some lack confidence and are over-dependent on adult support.
- 144 Their skills across the range of information technology strands have not been sufficiently developed.

History

Grade 3: Good features outweigh shortcomings.

Good features

- 145 Pupils have a good understanding of time periods and can produce timelines to place the periods in history in chronological order. Older pupils understand and use the vocabulary relating to the passage of time.
- 146 Pupils can talk about different aspects of life in Celtic society and in their work on the Romans they have learned about the features of a Roman villa, including the heating systems and the decorative patterns found in the mosaics.
- 147 Pupils can identify Tudor and Stuart kings and queens and can refer to significant events during their reign. They know about differences in the everyday life of the rich and the poor in Tudor times.
- 148 Through role-play activities, pupils appreciate the hardships facing poor city dwellers during the Victorian era. They can discuss child labour, types of work, and reforms introduced during that period.
- 149 Older pupils, have a sound awareness of certain aspects relating to the Second World War. They can talk in detail about the life of the evacuees and how households of the 1940s compare with those of today.

Shortcomings

- 150 Pupils' historical enquiry skills are not sufficiently well developed.
- 151 Their knowledge and understanding of the history of Wales and the history of their locality is limited.

Art

Grade 2: Good features and no important shortcomings

Good features

- 152 Overall, pupils make effective use of their sketchbooks. In the best examples they use them to plan and modify their work and to show how their ideas evolve.
- 153 Pupils develop a good understanding of different artists' techniques as they study and imitate the work of Picasso, Monet, Kandinsky and others.
- 154 Pupils have an increasing knowledge of the work of some Welsh artists. Following their work on transport, pupils have used printing techniques to copy the style of Allen Jones and his work on Buses.
- 155 Pupils recall what they have done in previous art lessons with enthusiasm and take pride in talking about their work. Visiting a local gallery to view their work on display as well as setting up their own gallery in the school has enriched the pupils understanding and appreciation of their own work as well as the work of others.
- 156 The theme 'Movement' has been successfully depicted using a range of techniques including the effective use of digital photography. Pupils' work on 'Wheels within Wheels' displays their understanding of how to create and depict a feeling of movement.
- 157 Older pupils display an understanding of the methods and purposes used by others including those relating to native art.

Shortcomings

- 158 There are no significant shortcomings.

School's response to the inspection

As Head teacher of the school, in addition to being the nominee, I would like to thank Mr. Cray and his team for the professional and constructive way in which the Inspection was conducted. The classroom observations and subject discussions were undertaken with the minimum of disruption to the normal functioning of the school.

It was gratifying to note that progress was recognised as having been made in all areas which were identified as being Key Issues in the last Inspection of 2000. It was

also pleasing to note that the formulation of Portfolios of work in the Core Subjects was seen to be well established and on-going and that the commitment and energy given by the teaching staff was recognised. I should like to offer my thanks for all the positive comments that the Report contains.

An Action Plan will be put in place to address the recommendations in the report. Staff and governors will formulate measures which will alleviate the shortcomings and help the school to move forward.

A copy of the school's action plan in response to the Inspection recommendations will be sent to all parents. The Governors' Annual Report to Parents will report on the progress we are making on the Inspection's Key Issues.

Appendix 1

Basic information about the school

Name of school	Morfa Junior
School type	Community
Age-range of pupils	7 – 11years
Address of school	Olive Street Llanelli Carmarthenshire
Post-code	SA15 2AP
Telephone number	(01554) 774629
Headteacher	Mrs S C Powell
Date of appointment	November 1998
Chair of governors/ Appropriate authority	Mr A Evans
Reporting inspector	Mr D M Cray
Dates of inspection	10-12 July 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	--	--	--	--	18	26	24	30	98

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	-	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14:1
Average class size, excluding nursery and special classes	16.3
Teacher (fte): class ratio	1.16:1

Percentage attendance for three complete terms prior to inspection	
Spring 2006	89.70%
Autumn 2005	90.98%
Summer 2005	90.01%

Percentage of pupils entitled to free school meals	52%
Number of pupils excluded during 12 months prior to inspection	14

Appendix 3

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6					27
Percentage of pupils at each level												
			D	N	F	W	1	2	3	4	5	4+
English	Teacher assessment	School		30				4	7	44	15	59
		National			1		1	4	15	47	32	79
Mathematics	Teacher assessment	School		22				15		19	44	63
		National			1		1	3	15	47	32	79
Science	Teacher assessment	School		22					15	37	26	63
		National			1			2	11	51	35	86

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	59.3%	In Wales	74.3%

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- Thirty-one lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

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

The inspection team held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; design technology; Information technology
Mrs SA Taylor	Team	Key questions 2; 3; 4.	English; history; art
Mrs Marian Donovan	Lay	Contributions to key questions 1; 3; 4 and 7	
Mr Jonathan Lloyd	Peer Assessor	Contributions to key questions	Contributions to subjects

School's Nominee: Mrs S C Powell

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.