

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**YSGOL GYMRAEG MORSWYN
FFORDD CYTTIR
CAERGYBI
SIR FÔN
LL65 2TF**

SCHOOL NUMBER: 660/2177

DATE OF INSPECTION: 12TH – 14TH JANUARY 2004

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REGISTERED INSPECTOR: W093/17639

DATE: 15TH MARCH 2004

UNDER ESTYN CONTRACT NUMBER: C/T/ 199/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	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 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

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

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
CoP	-	Code of Practice
EBP	-	Education Business Partnership
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS-	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
WAG	-	Welsh Assembly Government
Y	-	Year

CONTENTS

1. CONTEXT.....	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS.....	1
THE MAIN FINDINGS OF THE REPORT.....	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	5
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	5
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	6
4. ETHOS OF THE SCHOOL.....	7
4.1 PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	7
4.2 BEHAVIOUR AND ATTITUDES	8
4.3 ATTENDANCE	8
5. QUALITY OF EDUCATION.....	9
5.1 TEACHING.....	9
5.2 ASSESSMENT, RECORDING AND REPORTING	10
5.2 CURRICULUM.....	11
5.3 SUPPORT, GUIDANCE AND PUPILS’ WELFARE	11
5.5 PROVISION FOR PUPILS WITH SEN.....	12
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS	13
5.7 PARTNERSHIP WITH INDUSTRY	14
6. MANAGEMENT	14
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT.....	14
6.2 LEADERSHIP AND EFFICIENCY	15
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	16
7. SUBJECTS AND AREAS OF LEARNING	17
STANDARDS ACHIEVED BY PUPILS.....	17
PROVISION FOR THE UNDER-FIVES.....	18
WELSH.....	20
ENGLISH.....	21
MATHEMATICS.....	22
SCIENCE	23
DESIGN AND TECHNOLOGY	24
INFORMATION TECHNOLOGY.....	24
HISTORY	25
GEOGRAPHY	26
ART.....	27
MUSIC.....	27
PHYSICAL EDUCATION	28
RELIGIOUS EDUCATION	29
8. SCHOOL IMPROVEMENT	29
8.1 PROGRESS SINCE THE LAST INSPECTION.....	29
8.2 KEY ISSUES FOR ACTION	31
APPENDIX.....	32
A. BASIC INFORMATION ABOUT THE SCHOOL.....	32
B. SCHOOL DATA AND INDICATORS	32
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS	33
D. THE EVIDENCE BASE OF THE INSPECTION.....	35
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	36

PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Gymraeg Morswyn is situated on the outskirts of Holyhead, Anglesey. The school mainly serves the town, though also receives some pupils from further afield, and describes the locality as one that is neither prosperous nor subject to economic disadvantage; 7% of pupils receive free school meals. Approximately 50% of pupils come from homes where Welsh is spoken as the first language and the school estimates that the same percentage speaks Welsh as a first language or to a comparable standard; Welsh is the main medium of education. Pupil numbers have risen by almost 25% in the last few years; during the inspection 95 full time pupils are in attendance as well as 21 children who attend the nursery on a part-time basis. Currently three pupils have a statement of SEN according to the new CoP, with eight further pupils appearing on the school SEN register.

The school was last inspected in spring term 1998 and describes its main priorities as follows:

- to maintain and raise pupils' standards of achievement in every curriculum area according to the requirements of the national curriculum and religious education;
- to promote a civilised society which places emphasis on moral and humanitarian values;
- in accordance with the language policy of the LEA to develop pupils' abilities to be confidently bilingual in order to enable to become full members of the bilingual society in which they live.
- Taking into account the Welsh-medium status of the school, to nurture pupils in accurate oral and written Welsh, taking pride in the existence of the language.

The present targets of the school include

- to continue with the implementation of performance management.
- to raise standards in all aspects of the work in Welsh.
- to evaluate provision and raise standards in information technology and all aspects of the humanities.

2. MAIN FINDINGS

The main findings of the report

Ysgol Gymraeg Morswyn is a caring and homely community that has made progress at least good and often very good, since the last inspection. Standards of achievement have been transformed through the commendable efforts of the enthusiastic staff under the leadership of a committed head and there are outstanding features to the ethos, with special emphasis on the Welsh dimension. There remain some deficiencies in provision for children under five

and the financial situation, but in general there is a firm basis and an exciting vision for further progress and development.

- In the reception class the educational provision for children under five, taken overall, is generally appropriate and promotes the desirable outcomes for the six areas of learning. There are a number of shortcomings in provision in the nursery class, but sufficient evidence that these can soon be corrected. Standards are as follows:

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

- During the inspection standards of achievement are at least satisfactory in 100% of the sessions, including 52% where they are good and 16% very good. In KS1 standards are good in 40% of sessions and satisfactory in the 60% remaining. In KS2 standards are good in 60% of sessions and very good in a further 27%; standards are satisfactory in the 13% remaining. Standards in individual subjects are as follows

Subject	KS1	KS2
Welsh	Good	Good
English	N/A	Good
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Design and technology	Good	Satisfactory
Information technology	Very Good	Very Good
History	Good	Very Good
Geography	Good	Very Good
Art	Good	Good
Music	Good	Very Good
Physical education	Satisfactory	Good
Religious education	Good	Good

- In key skills standards are very good in listening and ICT. Pupils listen very carefully on all occasions, sometimes for extended periods, and in subjects such as music, show ability to listen critically. Work in ICT is a notable feature, with pupils displaying a broad range of challenging skills. Standards are good in reading and numeracy. In speaking and writing, standards are satisfactory in KS1 and good in KS2; younger pupils have some difficulty in expression with specific vocabulary in some subjects, and although they have made evident progress in a short space of time in written work, cross curricular writing is somewhat limited.
- Pupils' spiritual, moral, social and cultural development is very good. Outstanding features include the spiritual atmosphere of collective worship including opportunities for reflection, very good appreciation of the difference between right and wrong, challenging

responsibilities which are delegated to pupils and the special emphasis on the Welsh dimension in all its relevant features. Evident attention is given within provision to comparative studies in geography and religious education, and pupils have good appreciation of citizenship and diversity.

- The quality of behaviour and attitudes is good. Teacher expectations are high in relation to behaviour and discipline within classes and standards of achievement benefit evidently from pupils' commitment to behave well. There is a sound appreciation of the importance of good behaviour to the success of the school and its ethos.
- Attendance is satisfactory with statistics showing an average of 94.3% over the last three terms. There was considerable improvement during the autumn term 2003, where attendance was good, following some unsatisfactory statistics during the previous summer term. The school does not set specific targets for improving attendance, but all registers are complete and correct.
- During the inspection, quality of teaching is at least satisfactory in 100% of lessons, including 50% where it is good and 20% where it is very good. In the early years teaching is good in 40% of sessions and very good in a further 20%; in the 40% remaining, teaching is satisfactory. In KS1 teaching is good in 30% of sessions and satisfactory in the 70% remaining. In KS2 teaching is at least good in 100% of sessions and very good in 34%. Teaching is consistently good or better in three classes.
- The quality of assessment recording and reporting is good. Teachers know pupils well and are aware of their abilities. Assessments are consistently accurate, a fair reflection of pupil achievement and meet statutory requirements, including those for SEN.
- The quality of the curriculum is good. It is broad and balanced and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunities and is well related to the main aims of the school, especially the emphasis on rich, accurate Welsh.
- All pupils enjoy a broad range of competitive games and sports and the curriculum is enriched by a wide variety of extra-curricular activities, including considerable success in the Eisteddfod. They also play a good role in local projects for sustainable development.
- The quality of pupils' support and guidance is good, within the supportive ethos of the school.
- Provision for SEN is very good. Arrangements for the eleven pupils with the SEN, including the three pupils with the statement are appropriate and effective, and meet in full the requirements of the new CoP. Very good support is provided to individuals by learning assistants within classes, and the specialist dyslexia teacher gives further outstanding support to one pupil on a withdrawal basis. Appropriate pupils make progress which is at least good according to their age and ability.
- The quality of the school's partnerships is very good. Notable features include the Welsh language scheme for parents and the joint audit in information technology with the secondary school, both of which contribute specifically to purposeful planning.

- Partnership with industry is good. The school has an appropriate policy and works hard to ensure its implementation. A number of teachers have been on day courses regarding EBPs, and outcomes are beginning to influence provision and planning.
- The quality of self-evaluation and planning for improvement is satisfactory. Good use is made of local and national data to compare aspects of school performance. NC tests are analysed in detail and are used as an effective tool to help in the process of setting targets that are appropriate and challenging. A useful start has been made on establishing an ethos of monitoring the quality of standards of teaching and provision in general.
- The SDP is satisfactory. It contains an honest appraisal of the previous plan and sets priorities, which are well-matched to the needs and aims of the school, outlining the INSET required to ensure that they are realised. However, the main aims of the priorities are not always noted clearly and very few success outcomes are presented in a specific and measurable manner. Not all aspects of personnel, expenditure and time scales are consistently noted. With regard to financial management, the SDP has not been used as a tool to foresee and plan for future problems in staffing.
- The quality of leadership and efficiency is satisfactory. It is easy to discuss with the head and her management of standards of achievement, ethos and the Welsh dimension is very good. She has a secure vision and a good appreciation of the strengths and shortcomings of the present situation; some of the main documentation of the school shows her evident ability to evaluate honestly and influence important developments. She has succeeded in creating a purposeful sense of teamwork among the staff.
- The GB is hard working and sincere in its commitment to the school and well-organised in the manner in which it undertakes its statutory duties. A small number of sub-committees have been established to shoulder the burden of the work equitably. There are several recorded examples where governors have visited classes to see the curriculum at work and there is good commitment to all available training; a number have agreed to supervise specific subjects and this provision is effective. A concise annual report to parents was presented, but there are some statutory omissions in the document. Minutes of GB meetings show an informed discussion of several management issues and members have played a practical and valuable role in the process of raising standards since the last inspection.
- Financial management is insufficiently rigorous and the school faces a substantial deficit at present. Although pupil numbers are falling only in the short term, the school has not reasonably budgeted for managing an underspend to ensure that the budget is balanced in the medium term. Although there exists a praiseworthy rationale as a foundation for the decisions taken, and due regard to the procedures of the LEA, the current deficit is a matter of concern and has evidently influenced the quality of the internal audit that was recently held. The SDP has not been used as a tool to plan effectively in this respect.
- Overall, the school gives satisfactory value for money. Although there are a number of very good features regarding standards and provision, there remain some important shortcomings including the precarious financial situation.
- Staffing, accommodation and resources are good and well managed on the whole. There is room however to reconsider the deployment of responsibilities as the head teacher is presently overburdened. The building is in good condition and much care and attention is

given to hygiene throughout. The school grounds are also in good condition.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During inspection standards of achievement are at least satisfactory in 100% of sessions, including 52% where they are good and 16% where they are very good. In KS1 standards are good in 40% of sessions and satisfactory in the 60% remaining. In KS2 standards are good in 60% of sessions and very good in a further 27%; standards are satisfactory in the 13% remaining.

- In the reception class, the educational provision for children under-five is generally appropriate and promotes the desirable of the six areas of learning. Standards are good in language, literacy and communication skills and very good in the other five areas.
- There are a number of deficiencies in the provision for the nursery, but sufficient evidence that these may soon be put right. Standards are good in mathematical and physical development and satisfactory in the remaining four areas.
- In language, standards in Welsh are good in both key stages. English is not formally introduced in KS1, although teachers do occasionally build on pupils' natural language; in KS2 standards in English are good.
- Standards in mathematics are good in both key stages with the investigative nature of tasks a notable feature. Standards in science are satisfactory in both key stages; there has been evident progress since the last inspection, but there is insufficient consistency in the manner in which pupils include, understand and record important aspects of AT1, such as fair testing.
- In foundation subjects standards in information technology are very good in both key stages, with pupils displaying a range of challenging skills. Standards in history, geography and music are good in KS1 and very good in KS2. All the pupils have detailed historical knowledge, and display a broad range of geographical skills. In music, work in singing is outstanding at the upper end of the school with pupils performing challenging two parts, and also singing penillion to a praiseworthy standard.
- Standards in art are good in both key stages. Design and technology is also good in KS1 but satisfactory in KS2, as there is insufficient challenge in some of the tasks and deficiencies in the quality of design. Standards in physical education are good in KS2 but satisfactory in KS1, where pupils do not demonstrate ability to improve the quality of their movements and body management.
- Standards in religious education are good in both key stages.
- In KS1 teacher assessments for 2003 show that the majority achieve national expectations (level two) in Welsh, mathematics and science. In Welsh, 57% of pupils achieve level two and a further 29% level three. In mathematics, 79% achieve level two and a further 14% level three. In science, 64% achieve level two and 21% level three. 79% of pupils achieve the core subject indicator.

- Statistics compare favourably with county norms, but when compared with Welsh or partly Welsh schools with up to 8% of pupils eligible for free school meals, they are generally below the median (although equal to the median in mathematics). Performance of girls is substantially higher than boys, for example by 21% in the core subject indicator, although in science results are fairly equal.
- In KS2 pupils' achievement in the NC tests for 2003 show that the majority achieve national expectations (level four) in Welsh, English, mathematics and science. In Welsh and English approximately 45% achieve level four and the same percentage also achieves level five. In mathematics approximately 36% achieve level four and again the same percentage achieves level five. In science approximately 55% achieve level four and a further 36% level five. 73% of pupils achieve the core subject indicator.
- When compared with Welsh or partly Welsh schools with up to 8% of pupils eligible for free school meals, results for language are substantially higher than the median although not in the upper quartile; results in science are below the median and those in mathematics in the lower quartile. The small number of pupils affects this comparison to a considerable extent and results are substantially higher than county norms. Performance of girls is very high in language; 100% achieve level four or above in both Welsh and English which is 17% higher than boys in this respect; however, boys perform up to 20% better in mathematics and science with 100% achieving level four and above.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards are very good in listening and ICT and good in numeracy and reading. In speaking and writing standards are satisfactory in KS1 and good in KS2.

- The progress and standards of the children under five in key skills across the six areas of learning are at least good and often very good in the reception class. However, standards and provision are only satisfactory in the nursery.
- Pupils in both key stages listen extremely closely on all occasions, sometimes for extended periods, and in some subjects such as music, show ability to listen critically.
- Pupils in KS1 speak with enthusiasm and are very keen to contribute to any discussion in whole class sessions, within group work and in structured play situations. In general, however, they have some lack of expression in subject specific vocabulary. Pupils' oracy in KS2 is well polished in both languages, within a broad range of contexts
- Pupils in both key stages read a wide range of texts appropriate to their age and abilities. Higher reading skills are well developed and good use is made of these to research information from books and the internet, where pupils also read correctly and confidently from screen.
- Cross-curricular written work is often well extended in KS2 with pupils showing ability to summarise facts and maintain interest in a variety of formats. Individuals in KS1 produce good work and there is evidence of commendable progress in a short space of

time, but overall, cross curricular writing is rather limited.

- Pupils adapt their numeracy skills in several curriculum subjects. Correct measurements are a notable feature of practical work in geography and science, and good use is made of number problems as pupils discuss important dates in history. Suitable and well understood use of data is undertaken in several areas.
- Work in ICT is outstanding, with pupils showing a broad range of challenging skills in several areas. Very good use is made of computer programs to develop knowledge and understanding of important concepts in music and art, to create attractive presentations in history and to practise geographical and scientific skills. A good start has also been made on using ICT for design purposes in design technology.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

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

- The school meets statutory requirements for a daily act of collective worship. Assemblies are soundly based on Christian values and good use is made of contemporary contexts, as well as examples from pupils' daily life, in order to ensure the relevance of the messages. A special atmosphere is created by the use of a candle and music, and individuals are used well to contribute sensibly to the atmosphere. There are appropriate opportunities to reflect on what is presented and pupils contribute sensitively in hymn and prayer to play a practical role in the worship.
- A number of school policies, for instance the one in art, emphasise the importance of developing different ways for pupils to deepen their feelings, ideas and self awareness; these opportunities also contribute specifically to their spiritual development and they respond sensitively and enthusiastically.
- Moral provision places a special emphasis on the difference between right and wrong, and pupils' understanding is very good in this respect, in a variety of contexts. There is a strong feeling that sound moral values are key to the success of the school ethos and respect towards the individual, others and property are well established within school rules. There is considerable emphasis on obedience and being a good friend. Honesty is another important rule that is emphasised on every occasion.
- Pupils' moral responsibility is promoted by supporting a number of charities annually and the humanitarian nature of this work also contributes positively to standards. They show good knowledge of the purpose and outcomes of such activities.
- Teachers delegate challenging responsibilities to older pupils, such as running the fruit shop at playtimes; their role is extended to responsibility for the money, monitoring sales and the purchase of stock, and the work is well related to information technology. Older pupils are extremely caring towards younger pupils and the quality of relationships within the school is very good. Pupils take great pride in opportunities to show initiative and complete their duties effectively.

- Every opportunity is taken for pupils to play a prominent role in the daily life of the local community, which is not always easy, as the geographical area served is broad; however, it is evident that the community in its turn values the role and contribution of pupils and staff.
- There is special emphasis on the Welsh dimension, and pupils' appreciation of the Welsh heritage on a local and national level is very good; this evidently promotes their citizenship. The activities of the Urdd have an evident place within provision and make a valuable contribution to standards.
- Teachers are fully aware of their duty to ensure that pupils respect racial equality and take every opportunity that arises within lessons and periods of worship to nurture positive attitudes in this respect. A good number of pupils have a broad knowledge of other religions as they discuss festivals, ceremonies and different traditions; as a result, they develop increasing understanding of the concepts of diversity.
- Pupils respond very well to the efforts of the school to nurture their spiritual, moral, social and cultural development.

4.2 Behaviour and Attitudes

The quality of behaviour and attitudes is good.

- Good relationships have been developed between teachers and pupils and between pupils and each other as a basis for a happy community.
- Teachers' expectations are high in relation to behaviour and discipline within classes. They work hard to ensure that all pupils show interest in their work and concentrate appropriately.
- Standards of behaviour have a positive effect on school ethos; pupils and staff appreciate that sound discipline is core to its success. Standards of achievement also benefit evidently from pupils' commitment to good behaviour, especially with regard to the important school rule to show obedience.
- The school has a detailed and valuable policy for dealing with any incidences of bullying; during the inspection no incidents of bullying were observed.
- During the last school year one pupil was suspended on two occasions for a period of one week; county guidelines were followed in every aspect of this process.

4.3 Attendance

Attendance is satisfactory.

- Attendance statistics show an average of 94.3% over the last three terms. Substantial improvement was seen during the autumn term 2003, where attendance was good, after

some statistics were unsatisfactory during the previous summer term.

- The school does not set specific targets for improving attendance.
- The large majority of pupils come to school promptly and lessons all start on time during the day.
- The school meets the requirements of WAG Circular 3/99 regarding registration of pupils; all registers are complete and correct with only a small number of unauthorised absences.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection the quality of teaching is at least satisfactory in at least 100% of lessons, including 50% where it is good and 20% where it is very good. In the early years, teaching is good in 40% of sessions and very good in a further 20%; in the 40% remaining teaching is satisfactory. In KS1, teaching is good in 30% of sessions and satisfactory in the 70% remaining. In KS2, teaching is at least good of 100% of sessions and very good in 34%. The teaching is consistently good or better in three classes.

Good features

- Most teachers have high expectations and pupils strive hard to respond well to these.
- Individual lessons are planned carefully with well-honed aims and objectives introduced to pupils at the start of lessons and revisited in detail at the end of the learning session.
- Teachers' knowledge and understanding of the subjects they teach is often good.
- Lessons are well resourced which is further evidence of careful planning.
- Teachers' questioning skills are often good with sound sequence, clear direction and sufficient differentiation to ensure that the most able pupils are well challenged.
- In the vast majority of lessons, pace is appropriately managed and pupils complete an appropriate amount of work.
- Teaching strategies and techniques are appropriately varied to meet the individual needs of pupils and the task in hand; methods include working individually, in a pairs and groups.
- The consistent emphasis on developing concepts and skills is a good feature of teaching, especially within information technology, which contributes specifically to standards in several curriculum areas.

Shortcomings

- There is a lack of structured planning and effective management of different activities in the nursery class.
- In KS1 teachers do not have sufficient knowledge and understanding of how to improve pupils' work in physical education, whilst planning does not always develop sufficient challenge for older pupils in design and technology.
- From time to time lesson introductions are too long in KS1.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

- Teachers know their pupils well and are aware of their abilities. Assessments are consistent and accurate, a fair reflection of pupil achievement and meet statutory requirements including those for the SEN.
- Children under five are appropriately assessed according to baseline assessment. Very effective use is made of this data for purposeful planning.
- As they respond to pupils' work, teachers in KS1 offer constructive comments regarding content, but provide less detail on how to improve expression. In KS2 teacher comments offer beneficial support on how to improve both content and expression.
- LEA assessment books are effectively used to record teachers' detailed observations on pupils' achievement. Core subjects are assessed twice annually and foundation subjects once.
- Statutory tests results are well analysed in order to improve pupil performance.
- Portfolios of work are kept in the majority of subjects to show progress and to help with the consistency of assessment.
- There are three annual opportunities for parents to visit the school. One informal meeting is held at the start of the year and a further two meetings are arranged for parents to view pupils' work and to discuss progress. Reports to parents include purposeful comments on development in all curriculum subjects; they present an honest picture of pupil achievement and contain information on how improve work further.
- Although pupils undertake self-assessment in music, in general they do not play an active practical role in setting personal targets to improve their work.

5.2 Curriculum

The quality of the curriculum is good.

- The curriculum is broad and balanced and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunities, and is well structured according to the main aims of the school, especially the emphasis on rich and accurate Welsh.
- The curriculum for the children under five is good and provides opportunities for enriching activities that stimulate childrens' development and enthusiasm across the six areas of learning.
- There is a policy document for every subject of the NC and religious education. These are useful documents, which emphasise the Cwricwlwm Cymreig and key skills in a purposeful manner and are well related to the requirements and current situation of Ysgol Morswyn.
- Schemes of work for every subject are detailed and show the continuity and progression of the learning to a considerable extent.
- The curriculum is based on a topic cycle of two years and planning for this is good ensuring the topic does not over dominate activities. Although planning for the key skills is not always consistently noted, practical implementation within classes ensures appropriate emphasis and the standards achieved reflect this to a considerable extent.
- The school has a homework policy, which is well implemented and draws support from the vast majority of parents who expressed an opinion. Provision is appropriate and promotes standards of achievement positively, especially in reading. The spring term homework club is structured on the basis of the school's analysis of NC tests and contributes specifically to raising standards.
- There is no formal scheme of work for PSE, but the school uses several guidelines and resources, such as those from ACCAC, to prepare a teaching programme, which meets the needs of pupils.
- One pupil has been disapplied from the statutory curriculum, but receives full access to an appropriate range of enriching activities and plays a full role in the daily life of the school.
- All pupils enjoy a broad range of competitive games and sports and the curriculum is enriched by an appropriate variety of extra curricular activities including considerable success in the Eisteddfod. They also contribute well to local projects in sustainable development.

5.3 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare is good.

- All matters of health and safety are managed by means of an useful policy; teachers implement this equitably and pupils are aware of a number of matters relevant to their daily life.
- Good links have been forged between the school and a number of agencies such as the police, who visit regularly, and there are frequent contacts with the fire brigade and the nurse also, to promote good support and guidance.
- Staff show good knowledge of the detailed guidelines that are in place in the area of child protection. Considerable use is made of LEA guidance in this respect and protocols for implementation are well established.
- Supervision arrangements for pupils are noted clearly within the documentation and are effectively implemented.
- The school makes good progress in its aim of promoting health.
- The school policy on equal opportunities ensures that no pupil is discriminated against on the basis of race, faith, language, educational ability, social standing or disability. Again it is seen that the policy is implemented well in the daily lives of pupils and, as a result, social inclusion is good.
- The school prepares a range of clear information on the misuse of alcohol and drugs to pupils and helps them understand the likely effects of abuse. Only under exceptional circumstances does the head agree to dispense medicines to a pupil.
- There is a detailed policy document regarding sex education, which outlines the special arrangements made for Y5 and Y6 delivered by the nurse. Parents who expressed an opinion are happy with these arrangements and it is evident that they work smoothly.
- Pupils' work is marked regularly and this educational support is often good; from time to time, there remains scope for teachers in KS1 to provide more commentary on how to improve work.

5.5 Provision for Pupils with SEN

The quality of provision for SEN is very good.

- Structures for the 11 pupils with SEN, including the three pupils with a statement, are appropriate and effective and meet in full the requirements of the new CoP.
- Pupils with SEN have full access to all NC subjects apart from one statemented pupil who studies a disappplied curriculum.
- The consistent support, which pupils with SEN enjoy, ensures that they are fully integrated into the life and work of the school. Appropriate pupils make progress which is

at least good according to their age and ability.

- Standardised tests are used effectively for the early recognition of SEN.
- A register of pupils with SEN is kept by the SENCO as well as detailed records of pupils' progress. The register is updated regularly.
- IEPs are drawn up by the SENCO and class teachers for pupils with SEN with achievable targets clearly noted within them.
- Support for pupils by learning assistants on a one-to-one basis is outstanding as is the work of the specialist teacher for dyslexia who supports one pupil on a withdrawal basis.
- Classroom teachers set appropriate differentiated tasks appropriately within lessons in an effort to meet the needs of every individual pupil.
- The relationship with parents is very good and the close liaison between the school and the home promotes higher standards of achievement.
- Very effective use is made of outside agencies and there is good support from the governor who has responsibility for SEN.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of the school's partnerships is very good with notable features characterising the links with parents and the secondary school.

- The school prepares a broad range of information for parents and makes every effort to ensure regular discussions on several educational and social aspects. As part of the inspection process ten questionnaires were received from parents and the vast majority of these were positive in their support for the school and the efforts of staff. 12 parents attended the pre-inspection meeting with registered inspector and their comments were also very supportive.
- Parents do not play a practical role within classes but the parent teacher association is flourishing and raises substantial sums of money which is a valuable means to purchase further resources for learning; this in turn has a positive influence on standards of achievement.
- The Welsh language scheme for parents is also a notable aspect of provision that has had an evident influence on standards and the quality of the partnership in general. The school prospectus meets statutory requirements apart from small deficiencies regarding some of the school policies.
- The school plays a full role in the local community, which in turn appreciates the contribution that pupils and staff make. There are positive links with the religious

institutions of the locality and the school plays its full role in preparing for the Urdd Eisteddfod, which will be held on Anglesey this year. A number of visitors come to the school to address pupils on a variety of subjects and this is a means of enriching the curricular provision.

- There are several good and some very good features to the relationship with other schools. Sound transfer arrangements are in place with the secondary school on a pastoral level, while there are very good curriculum links, especially information technology, where the school completes a joint audit of standards, using this as a tool for purposeful and effective planning. The links regarding SEN are also very good with the local secondary school.
- Because of its status as a Welsh school, Ysgol Morswyn, lies outside the geographical location of its cluster group, but it succeeds in playing a prominent role in appropriate activities. There are suitable arrangements to receive students on teaching practice from the local university.

5.7 Partnership with Industry

The partnership with industry is good.

- The school has a suitable policy and strives hard to implement it. A number of teachers have been on one day courses regarding EBPs, the outcomes of which are beginning to influence provision and planning.
- A number of local companies offer educational courses for pupils and the school makes full use of this provision to enrich the quality of the curriculum.
- Sponsorship has been secured from a number of local companies to help with the purchase of resources and for transport of pupils across Wales for various activities and competitions.
- The influence of the partnership with industry is seen in the fruit shop, which is open every morning and run by older pupils; their role extends to taking responsibility for collecting money, monitoring sales and purchase of stock, and the work is well related to information technology. This also has a beneficial effect on standards in several aspects of school life, such as pupils' ability to take responsibility and show initiative.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- Good use is made of local and national data in order to compare aspects of school performance. NC test results are analysed in detail and are used as a suitable tool to help in the process of setting targets, which are challenging but achievable.

- The school is consistently refining the manner in which it sets targets and has succeeded in achieving greater compatibility between targets and results. The process also raises teachers' ability to identify pupils who are borderline in terms of level and to give specific attention within structured groups in order to raise standards further; this strategy is a success.
- A purposeful start has been made on establishing an ethos of monitoring the quality of standards of teaching. All teachers contribute enthusiastically to the process and some of the recorded comments already positively influence teachers' strategies within planning and as they introduce lessons in class.
- The culture of self-evaluation also extends to several aspects of the daily life of the school, especially its ethos and partnerships. Documentation clearly shows that the school asks the correct questions as it tries to come to a judgement regarding quality and aspects which require further development; this constant attention has evidently influenced standards beneficially.
- The SDP is satisfactory. It contains an honest appraisal of the previous plan and sets priorities, which are well matched to the needs and aims of the school, outlining the INSET required to ensure that they are realised. However, the main aims of the priorities are not always noted clearly and very few success outcomes are presented in a specific and measurable fashion. Not all aspects of personnel, expenditure and time scales are consistently noted. With regard to financial management, the SDP has not been used as a tool to foresee and plan for future problems in staffing.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is satisfactory overall. With regard to raising standards and managing the ethos and Welsh dimension, the head's management is very good; however there remain evident deficiencies in financial management, which require urgent attention.

- The GB has adopted a number of purposeful aims and objectives for the school and these are included as part of the introduction to the SDP.
- The school has been accredited as an Investor in People establishment and has been awarded a Quality Mark of the Basic Skills Agency for language.
- It is easy to discuss with the head who is extremely hardworking and sincere in her commitment to the school. She has a sound sense of vision and a good appreciation of the strengths and deficiencies of the current situation. Some of the main documentation shows her ability to evaluate honestly and to influence important developments. She has succeeded in creating a purposeful sense of teamwork amongst the staff.
- The GB is hard working and sincere in its commitment to the school and well organised in the manner in which it undertakes its statutory duties. A small number of sub-committees have been established to shoulder the burden of the work equitably. There

are several recorded examples where governors have visited classes to see the curriculum at work and there is good commitment to all available training; a number have agreed to supervise specific subjects and this provision is effective. A concise annual report to parents was presented, but there are some statutory omissions in the document. Minutes of GB meetings show an informed discussion of several management issues and members have played a practical and valuable role in the process of raising standards since the last inspection.

- The minutes of the governors meeting show an informed understanding of several management issues and they have played a practical and valuable role in the process of raising standards since the last inspection.
- Financial management is insufficiently rigorous and the school faces a substantial deficit at present. Although pupil numbers are falling only in the short term, the school has not reasonably budgeted for managing an underspend to ensure that the budget is balanced in the medium term. Although there exists a praiseworthy rationale as a foundation for the decisions taken, and due regard to the procedures of the LEA, the current deficit is a matter of concern and has evidently influenced the quality of the internal audit that was recently held. The SDP has not been used as a tool to plan effectively in this respect.
- Staffing is prioritised within the budget, and the monitoring of teaching is a useful tool to ensure value for money in this respect, whilst regular monitoring of SEN by the SENCO ensures value for money in both staffing and resources for this aspect.
- There is a written agreement that deputizes the expenditure powers of the head and this is effective in its implementation.
- Day to day organisation is smooth and well organised under the leadership of the head.
- The school meets statutory requirements and gives appropriate attention to guidelines of the WAG.
- Overall, the school gives satisfactory value for money. Although there are a number of very good features regarding standards and provision, there remain some important shortcomings including the precarious financial situation.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are good.

- There are five full-time teachers including the head and one part-time teacher. With a comparatively small number of staff the range of initial qualifications is naturally narrow, but good commitment to extend INSET has been a useful means to extend this and a result there is a sound basis for presenting a broad and balanced curriculum to pupils. The commitment to INSET is annually related closely to staff development and the priorities identified in the SDP.
- There is no deputy in the school, but two teachers each receive a responsibility point and

play a part in the management team of the school with the head; this organisation works well. There is room, however, to reconsider the deployment of responsibilities as the head teacher is presently overburdened.

- The use of the part-time teacher's time is good. She sets a good role model as a teacher, teaches within her speciality and also plays a prominent role in cross-school initiatives such as introducing the Welsh language scheme to parents.
- One teacher shares her time by teaching a KS1 class in the morning and the nursery in the afternoon. Because of the present number of pupils the distribution of this time is sufficient.
- There are two support assistants who give one-to-one support to pupils on a statement of SEN for the whole week, financed by the LEA. The quality of the support is very good. Also there is one nursery nurse who helps in the nursery class during the afternoons, but the best use is not always made of this support. The LEA also finances an SEN teacher for one hour a week to give attention to a specific pupil; again the quality of this provision is very good.
- Five peripatetic music teachers visit the school to offer lessons in brass, woodwind, violin, harp and guitar. Several pupils benefit from this service and the majority of them make good progress and use their skills to enrich different aspects of the daily life of the school, such as periods of worship and music lessons within classes.
- A clerk is financed to do administration for 14 hours a week including two hours for the administration of dinner money.
- There is an appropriate collection of resources in the school, sufficient to meet the needs of the NC and religious education in every year group.
- Accessibility of resources is good and consistent use is made of them within lessons.
- Present accommodation is generally appropriate for the number of pupils although space is somewhat limited in KS2 classes. However the use of the space, which is available, is consistently efficient. The building is in good condition and much care and attention is given throughout to hygiene by the caretaker.
- The hard yard is level and safe for pupils. The boundaries of the school are secure and the gate, as well as the front door, is kept locked at all times during the day.
- The space that is available for parents to park their cars as they collect their children from school is not ideal, but teachers are extremely careful and escort children daily to ensure that they are safe.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

In the reception class, the educational provision for children under-five is generally appropriate and promotes the desirable of the six areas of learning. Standards are good in language, literacy and communication skills and very good in the other five areas.

There are a number of deficiencies in the provision for the nursery, but sufficient evidence that these may soon be put right. Standards are good in mathematical and physical development and satisfactory in the remaining four areas.

Language communication and literacy skills

Standards are satisfactory in the nursery and good in reception.

Good features

- The majority of children aged three to four years old listen well and respond enthusiastically orally. They repeat sentences correctly and recognise a good number of letters. Half the children try hard to write their names independently.
- Children in the reception class listen attentively and talk with ease. They respond to questions with enthusiasm with the majority using appropriate syntax and vocabulary. They recognise several letters and read some familiar words. They emulate written patterns effectively. They benefit linguistically from joining pupils in Y1 every afternoon.

Shortcomings

- Although children in the nursery class make considerable progress in developing their language skills within a short space of time, a number of children consistently respond in English rather than in Welsh. They do not always understand what the teacher is saying.

Personal and social development

Standards are satisfactory in the nursery and very good in reception.

Good features

- Nursery children in general play and co-operate well with each other. They respond satisfactorily to the organisation of activities and show considerable self-control. They take their turn patiently and the majority show good levels of independence.
- Children in the reception class understand the importance of class rules. They form very good relationships with other children and adults. They listen courteously and are willing to share resources. They are able to dress and undress themselves independently after physical education lessons.

Shortcomings

- A small number of the nursery children have difficulty in understanding the organisation of activities in the class and to co-operate happily with other children.

Mathematical development

Standards are good in the nursery and very good in reception

Good features

- Children aged three to four years old count slowly to ten and understand the concept of small and large numbers. They sort objects according to colour and shape, and design and complete patterns satisfactorily.
- Reception children know numbers and their names in sequence, counting forward and backwards up to ten. They use appropriate mathematical language and have a very good understanding of the difference between shapes.

Knowledge and understanding of the world.

Standards are satisfactory in the nursery and very good in reception

Good features

- Nursery children discuss the weather enthusiastically and recognise their colours. They identify the names of farm animals confidently.
- Reception children discuss different kinds of food sensibly and have a good understanding of the differences between the seasons. They are familiar with terms such as north and south and understand which clothes are appropriate for cold weather. They talk confidently about people who help them and they understand the meaning of today and a long time ago. They know their addresses and describe their homes well.

Shortcomings

- Nursery children discuss an insufficiently broad range of simple knowledge, and their computer skills are limited.

Physical development

Standards are good in the nursery and very good in reception

Good features

- Nursery children use small equipment effectively such as blocks, painting equipment, glue and scissors. As they play with large toys on the yard they show good body management skills. They steer bicycles carefully and use empty space sensibly.

- In the reception class children use a range of writing implements, paintbrushes and scissors effectively. When playing with large toys and in physical education lessons they demonstrate good body management skills and a good appreciation of different parts of the body.

Creative development

Standards are satisfactory in the nursery and very good in reception

Good features

- In the nursery class children work confidently with paint, clay and paper to create models of animals, collage work and attractive printing work. They try hard as they sing nursery rhymes and songs that reinforce the language patterns they learn.
- In the reception class children create lively work in a variety of formats. They make models of houses and use the computer cleverly to create attractive pictures. They play roles very effectively and sing with enthusiasm.

Shortcomings

- Children in the nursery class do not use the computer to produce pictures. The range of techniques and materials that they use in creative work is limited.

Welsh

Standards are good in both key stages

Good features

- Pupils in KS1, most pupils listen well and follow instructions correctly. They speak with increasing confidence and accuracy.
- Pupils in KS1 master reading skills well according to their age and ability. They read words and sentences that are linked to the current class theme correctly and they use known spelling patterns effectively to read unfamiliar words.
- In KS1 pupils have an increasing appreciation of sentences and punctuation and make good use of the past tense. They write for different purposes and their stories and descriptive pieces reflect progress in the use of syntax.
- In KS2 pupils talk confidently with their peers and adults about their work and experiences. Several of them respond in an extended fashion and they express opinions very well.
- The vast majority of pupils in KS2 read with understanding and good enunciation, whether in fiction or non-fiction. They respond and discuss the contents of a book appropriately and are competent in the use of dictionaries. The most able benefit from sessions with a volunteer, where they discuss the styles of authors and voice opinions

about literature and current affairs very effectively.

- In KS2 pupils write effectively in different formats for a variety of audiences. They produce interesting and lively work with good levels of accuracy. The work of a small number is very good, for instance poems on the theme of Fear.
- Handwriting and presentation of work are good across the school.

Shortcomings

- In KS1 a small number of pupils have difficulties in understanding questions and instructions. Sometimes their oral response is incorrect.

English

English is gradually introduced in KS1, but pupils are not formally nor statutorily assessed at this KS. However, teachers build purposefully on pupils' natural language in oracy, reading and writing and by Y2 pupils make good progress, especially in reading skills. In KS2 standards are good.

Good features

- Pupils listen carefully and respond enthusiastically. They discuss their work confidently and explain and describe appropriately. They voice opinions clearly and are very happy to offer comments as they work in groups or as a class. They speak enthusiastically and perform confidently in public.
- The vast majority of pupils in Y3 and Y4 read simple books correctly and with understanding. They use appropriate techniques as they read unfamiliar words. Good progress is seen in the reading skills of pupils in Y5 and Y6 where a great number read fluently, with understanding and appropriate enunciation. They discuss plot and characters effectively and succeed in discovering information from books and from electronic sources.
- The majority of pupils write correctly forming extended pieces of work to meet specific needs. Pupils in Y3 and Y4 summarise the story in an organised fashion and show good understanding of the sequence of events. In Y5 and Y6, they punctuate and spell correctly and write in a lively fashion in a variety of formats. The most able pupils use a broad vocabulary and mature style to produce extended work of high standard.
- Pupils across the key stage write striking poetry showing understanding and appreciation of idioms and adjectives.

Mathematics

Standards are good in both key stages.

Good features

- Pupils in Y1 discuss numbers from one to ten confidently showing good knowledge of number bonds. They know a number of addition facts and understand concepts such as odd and even numbers.
- Pupils in Y2 work confidently with a broad range of appropriate numbers. They organise and sort numbers up to one hundred with good understanding of place value and good knowledge of number bonds up to 20. They recognise and read numbers, which are greater than a 100. The simplest multiplication tables have been thoroughly learnt and pupils double numbers confidently, quickly solving challenging problems in this respect.
- Pupils in KS1 know a good range of two-dimensional shapes with those in Y2 also knowing three-dimensional shapes, and building simple nets in order to help understand their properties further. By the end of Y2, they measure carefully with a ruler and record their work correctly in standard units. The work on time also develops well.
- In KS1 pupils collect a range of simple information correctly and represent this in graph format. Their interpretation skills develop well and they adapt their number work well in this respect.
- Standards of numeracy are good in Y3 and Y4. Pupils show good understanding of place value up to a hundred in addition and subtraction work, which is consistently neat and correct. They research number patterns with understanding and form hypotheses and test these in an organised fashion. They explain the strategies which they use with understanding. Their knowledge and understanding of fractions develops well and they make evident progress in their knowledge of multiplication tables.
- Shape and measurement are also well developed in Y3 and Y4. Measurement facts are carefully and correctly memorised, and pupils adapt this knowledge across the curriculum. They measure length in detail and correctly up to half a centimetre. Shape language develops well and their understanding and recognition of a broad range of two and three-dimensional shapes is good. They measure perimeter correctly and measure area by counting squares.
- At the upper end of the school pupils make good progress in their knowledge of multiplication tables with the most able reciting these quickly and correctly and applying the appropriate facts to a range of number problems. They work with a broad range of numbers, including negative numbers, while the most able understand the relationship between fractions, decimals and percentages thoroughly. Their grasp of large numbers is a notable feature within the class and pupils explain their strategies confidently and with understanding.
- In their shape work pupils in Y5 and Y6 discover area confidently by the process of multiplication. They extend their work to more challenging shapes and again the results

are consistently correct. They discover perimeters quickly and confidently and their knowledge of the properties of a broad range of shapes is good.

- Across KS2 work on data handling is good with pupils making evident progress in their ability to collect, present and interpret information in a variety of graph formats. Work on concepts such as probability and averages is more limited, but the activities which have been completed, are generally correct.

Science

Standards are satisfactory in both key stages.

Good features.

- Scientific knowledge of pupils in KS1 is often good. They name a good number of light sources and understand that this is one form of energy, as well as heat and sound.
- Pupils in Y2 are familiar with electrical circuits and build simple ones successfully. They know well that the circuit has to be complete in order to light a bulb.
- Pupils in Y2 also increase in their knowledge of shadows. They know that shadows change at different times of the day and understand that the location of light also has an effect on the size of the shadow.
- Pupils in KS1 use a good range of materials including those which are natural and man made. They discuss the contrasting properties with evident understanding showing good scientific vocabulary as a result.
- When they experiment practically the observation skills of KS1 pupils develop well.
- Pupils in KS2 have good scientific knowledge across statutory requirements, and develop their knowledge of fundamental concepts well.
- Pupils in Y3 and Y4 have sound scientific vocabulary as they use and discuss the properties of various materials; they show good progress from the work undertaken in KS1.
- Progress in knowledge continues in Y5 and Y6 with pupils tackling more challenging concepts and explaining these with appropriate language.
- At the upper end of the school pupils in Y5 and Y6 show detailed understanding of reversibility; they understand the water cycle and the organisation of the planets.

Shortcomings

- The quality of recording is inconsistent in KS1; pupils do not always understand the order of their worksheet and do not use this in sufficient detail.

- Pupils in KS2 do not consistently identify all aspects of fair testing and there is no evidence that they repeat experiments to ensure that results are dependable.
- There is insufficient evidence that pupils in KS2 develop their own forms of organising experiments and of recording results; they remain over-dependent on worksheets prepared by the teachers.

Design and technology

Standards are good in KS1 and satisfactory in KS2.

Good features

- Across both key stages, pupils work with an appropriate range of equipment and techniques, and develop a number of good skills as a result.
- For the most part finished artefacts correspond well to the initial requirements of the task.
- The standard of making is often good in both key stages and shows a lively imagination. Pupils in Y2 build detailed models of their bedrooms, whilst in KS2, pupils create large scale moving puppets for a public exhibition.
- Pupils in KS1 design their work appropriately and evaluate regularly, although this aspect of the work often only happens orally
- Older pupils add simple electrical circuits to light models of houses which they have completed.

Shortcomings

- The quality of design is sometimes too simplistic at the upper end of the school and expectations of both pupils and teachers are not consistently sufficiently high in this aspect of the work.
- Pupils in KS2 do not consistently evaluate their work in an organised and proper fashion.

Information technology

Standards are very good in both key stages.

Good features

- In KS1 the vast majority of pupils work independently on equipment and name different parts of the computer correctly. They succeed in clicking the mouse correctly and moving objects across the screen quickly and without fuss.

- Pupils in KS1 are evidently familiar in working independently with equipment and use it skilfully over a broad range of computerised programs.
- Pupils in KS1 design challenging programs for a roamer and control these successfully.
- There are several very good examples of artwork on the computer in KS1.
- Pupils in KS2 are skilled in the use of databases, collecting, inputting, sorting and questioning a broad range of information successfully. They develop a wide range of graphs to display their results.
- Pupils in KS2 prepare lively and outstanding presentations by means of PowerPoint programs to display their historical knowledge. The most able design challenging structures to their presentation and a good number of pupils add sounds and simple animation to their work.
- A number of the older pupils use a spreadsheet successfully in relation to the work which they undertake in the shop.

History

Standards are good in KS1 and very good in KS2.

Good features

- Pupils in KS1 have good understanding of the concept of today and long ago. They use suitable terms as they discuss life a long time ago.
- Pupils in KS1 speak enthusiastically about washday in different periods, naming and describing the relevant artefacts. They discuss sensibly the effect of the introduction of electricity on life in the home.
- In KS1 and KS2, pupils' appreciation of the passing of time and chronology is sound. They make effective and consistent use of time lines.
- Pupils in KS1 talk well about historical characters such as Guy Fawkes and Dewi Sant. Pupils in KS2 are familiar with the contribution of famous Welsh people, such as Hywel Dda, Llewelyn Fawr and Morswyn .
- Pupils in KS2 develop very good knowledge of local history; for instance, they discuss transport in Anglesey over the centuries very confidently.
- Visits to places of historical interest, such as Plas Mawr in Conwy, enrich the concepts and historical knowledge of pupils in both key stages.
- Pupils in Y5 and Y6 discuss living conditions in the period of the Tudors very well. They

differentiate effectively between living conditions of the rich and the poor. They show empathy as they relate to people who were living in difficult circumstances.

- The majority of pupils in KS2 have very good knowledge of the historical periods that they have studied.
- Pupils' appreciation of historical sources is very good in KS2. They understand that it is possible to discover facts from the past by questioning people, reading factual books, studying documents and photographs using artefacts and researching the web. They also know that it is possible to learn about the past, for instance the Second World War, by means of reading fiction.

Geography

Standards are good in KS1 and very good in KS2.

Good features

- Pupils in KS1 and KS2 use vocabulary and geographical terms effectively.
- Pupils in KS1 use simple mapping skills well to record their journey around the locality. They make effective use of simple grids and know and interpret map symbols well.
- KS2 pupils have very good knowledge of the points of the compass, and their understanding of a map key is sound. They use the six reference grids effectively to locate places on the map.
- Pupils in Y1 and Y2 set the seasons in the correct order and understand the features of each one. They have a good understanding of the effect that the weather has on people and plants.
- Pupils across the school have broad knowledge of their locality and they discuss the physical and human features well. Pupils in KS2 use aerial photographs very effectively to locate specific areas.
- In KS2, pupils' knowledge of the physical geography of Wales is good. Their knowledge of continents, countries, oceans and capital cities is very good and they use atlases with enthusiasm and interest.
- Pupils in KS2 have a very good knowledge of the living conditions in Eritrea and Botswana as areas of economic development. They compare living conditions with those in Wales very effectively.
- Pupils in Y3 and Y4 discuss the influence of man on the environment very well. They speak knowledgeably and enthusiastically about conservation sustainable development and pollution.
- Pupils in KS2 make consistent use of ICT to support their learning.

Art

Standards are good in both key stages.

Good features

- Pupils are introduced to an appropriate range of techniques, some of them challenging, such as silk printing. They make good progress in skills.
- There is a special emphasis on working with local artists and these links enable pupils to work with a broad range of materials; they choose the most appropriate ones for specific tasks, justifying their choice well.
- The emphasis on aspects of the Cwricwlwm Cymreig is especially good in artwork and pupils name and identify a good number of local and national artists.
- Lessons are carefully planned so that there are frequent opportunities to experiment with a broad range of artistic concepts such as texture, line, tone and form. Pupils emulate the works of a broad range of art masters in a detailed fashion and use the techniques that they study within their own work.
- There are several examples of good work when pupils use the computer to develop their artistic skills.
- Work in three dimensions is consistently good.

Music

Standards are good in KS1 and very good in KS2.

Good features

- The quality of singing is at least good. Pupils enunciate clearly and sing rhythmically with the vast majority keeping to pitch successfully. They breathe carefully to give good meaning to their interpretation of lyrics.
- In KS2 singing is very good. Pupils keep their pitch securely in all their work. At the upper end of the school they undertake challenging two-part singing and also sing penillion to very high standards to the accompaniment of the harp.
- Pupils in KS1 keep a steady beat well by using body sounds. They emulate simple rhythms based on names and enter promptly and musically correctly in echo rhythms. The work also develops their appreciation and understanding of graphic scores and conventional notation well.
- Pupils in KS1 control an appropriate range of percussions equipment effectively and

build simple textures as an appropriate accompaniment to a story.

- Pupils in KS2 know a good number of Welsh songs from memory and identify the main features of folk singing in Wales. Through their performances they come to understand a number of important concepts, such as pace, structure and texture.
- Pupils in KS2 make good progress in their ability to listen critically to music that has been recorded.
- Those pupils who have instrumental lessons within school time adapt their skills to enrich the curriculum within the class. In this respect they keep to a single part correctly and create more challenging textures as accompaniments to singing and dancing.
- Pupils in Y5 and Y6 all learn the recorder and make good progress. They control the instrument correctly and keep to individual parts well in further two part work which develops their understanding of texture.
- Composing work on the computer at the upper end of the school is very good. Pupils research carefully into the full potential of the program and undertake challenging tasks with pitch, rhythm, quality, structure and texture to create short but tasteful pieces. The school has already won a national competition composing a carol.

Physical education

During the inspection two lessons in gymnastics were seen in KS1, one in gymnastics in KS2 and one games session with pupils in KS2. On the basis of this evidence, standards are satisfactory in KS1 and good in KS2.

Good features

- In gymnastic lessons in KS2 pupils in Y1 and Y2 have satisfactory movement skills. They plan their work carefully, concentrate well and move with good appreciation of the body. They evaluate their work satisfactorily.
- In the gymnastic lesson, pupils in Y3 and Y4 use space appropriately, work with energy and show good understanding of different parts of the body. Their movements flow with ease and they have good management as they create sequences on the floor and on equipment. Pupils evaluate their work well and succeed in improving their performances.
- In the games session, pupils demonstrate competent ball skills as they play football. They work in a disciplined fashion and show good control over the ball and the ability to cooperate with others.
- Pupils across the school know about the beneficial effects of health on physical education. They also have a good appreciation for the need for safety within physical education lessons.

Shortcomings.

- In the gymnastic lessons in KS1, pupils' movements do not flow smoothly as they create sequences on the floor and on the equipment.

Religious education

Standards are good in both key stages.

Good features

- Pupils in both key stages have a sound appreciation of the Bible as a holy book. They know several stories about Jesus and have good knowledge of stories of the Old Testament. Pupils in KS1 recall these stories effectively, and in KS2, they explain their relevance to contemporary life well.
- By visiting local churches and chapels, pupils across the school are familiar with the main features and artefacts of Christian places of worship. Pupils in KS1 talk enthusiastically about the organisation and significance of a church baptism.
- Pupils in KS1 and KS2 understand the significance of prayer and write their own sincere prayers and use these effectively in worship. They recite a good variety of prayers by heart, and recall these correctly during the school day.
- Pupils' understanding across the school of principles such as friendship, care for others and sharing is good. They discuss these effectively, especially at the upper end of the school.
- Pupils in KS2 have good knowledge about the life and contribution of some of the main historical figures of Wales, such as Esgob William Morgan.
- Pupils across the school are aware of the importance of protecting the environment and caring for the world and creatures which live in it.
- Pupils in KS1 have good knowledge of Hinduism. In KS2, they are familiar with the elements of Islam, discuss significant features effectively and compare these well with Christianity.
- The Locally Agreed Syllabus is followed well throughout the school.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in Spring Term 1998 where six key issues were identified. Progress is, for the most part, at least good and in some instances, very good.

To improve standards across the curriculum in general and specifically in IT in KS1 and science and physical education in KS2;

- Progress is very good with standards having been transformed since the last inspection. Standards in information technology are now very good in both key stages and standards in physical education good in KS2. Evident progress has been seen in science as well with a number of good features to the work, but standards are only satisfactory overall.

To ensure that the head establishes frameworks to improve administration, day-to-day organisation and the quality of short term planning.

- Progress is good. The new head has improved administration and day-to-day organisation is now good; the quality of short term planning is also good.

To improve the quality of teaching in the Y2 and Y3 class and the Y4, Y5 and Y6 class by establishing appropriate work formats, and setting more clear expectations to ensure that more effective use is made of pupil time.

- Progress is good. The organisation in classes is now different to the last inspection. Teaching in KS2 is at least good and often very good. A proportion of the teaching is also good in KS1, but there is a need to improve the quality of teaching in the nursery.

Making better use of the specialism and influence of the part-time teacher by sharing her time more effectively across the age range.

- Progress is very good. Effective use is made of the part-time teacher. She sets a good role model, often teaches within her specialism and takes responsibility for the Welsh language scheme for parents.

To ensure that effective use is made of staff meetings in order to agree on key stages in the school development, and to create team spirit and promote cooperation.

- Progress is good. The documentation shows frequent meetings where teachers share good practice, report on the outcomes of INSET and plan co-operatively to raise standards.

To ensure the SDP sets priorities, sets purposeful timescales for operation and sets appropriate targets for raising standards in reading, oracy and writing in the middle of the school.

- Progress is satisfactory. The priorities, which have been selected, meet the needs of the school, but they are not identified sufficiently clearly and success indicators are often not specific and measurable. The targets for the school are appropriately challenging and achievable with the emphasis on raising standards in language consistently across the school.

8.2 Key Issues for Action

The school needs to

- take appropriate steps to raise standards in those subjects and key skills judged to be satisfactory within the report;
- take appropriate steps to improve the quality of provision and teaching within the nursery class;
- take urgent steps to delete the deficiency in the budget, and to tighten financial management in general;
- improve the quality of the SDP by identifying all aspects of priorities clearly and ensuring that success indicators are specific and measurable.
- continue to monitor the quality of attendance, setting specific targets for improvement.
- reconsider the deployment of responsibilities so as not to overburden the head.
- ensure that the annual report of the GB meets the statutory requirements.

Key Issues 1 and 3 are already identified in the current SDP.

Inspectors wish to thank the GB, head, staff, parents and pupils of Ysgol Gymraeg Morswyn for their cooperation and help before and during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Gymraeg Morswyn
School type	LEA maintained
Age -range of pupils	3-11
Address of school	Ffordd Cytir Caergybi Ynys Môn
Post-Code	LL65 2TF
Telephone Number	01407 762233

Headteacher	Mrs. Rhian Williams
Date of appointment	June 1998
Chair of Governors	Mrs Gwyneth Hewitson
Registered Inspector	Mr Meurig Thomas
Dates of inspection	January 12 th , 14 th 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10.5	10	14	17	11	10	8	13	93.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.6

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18.5:1
Pupil : adult (fte) ratio in nursery classes	5.25:1
Average class size, excluding nursery and special classes	17
Teacher (fte) : class ratio	0.9:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	95.0	93.3	94.3	94.2
Term 2	95.5	91.1	94.0	93.5
Term 3	94.9	95.7	95.4	95.3

Number of pupils excluded during 12 months prior to inspection.	1
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 16						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
WELSH	Teacher Assessment	School	0	0	0	14	57	29	0
WE: Oracy	Teacher Assessment	School	0	0	0	14	57	29	0
WE: Reading	Teacher Assessment	School	0	0	0	14	50	36	0
WE: Writing	Teacher Assessment	School	0	0	0	14	72	14	0
MATHEMATICS	Teacher Assessment	School	0	0	0	7	79	14	0
SCIENCE	Teacher Assessment	School	0	0	0	15	64	21	0

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
 A Pupils who have failed to register a level due to absence
 W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	79%	In Wales:	79%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
 A Pupils who have failed to register a level due to absence
 W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 11						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	9.1	54.5	36.4	0
		National	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	0	9.0	45.5	45.5	0
		National	0	2	1	1	0	0	5	12	38	40	0
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	9.0	45.5	45.5	0
		National	1	0	0	0	1	1	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	0	0	9.0	45.5	45.5	0
		National	1	1	0	2	0	0	3	15	50	28	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	18.1	36.4	45.5	0
		National	0	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	0	27.2	36.4	36.4	0
		National	0	2	1	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	18.1	45.5	36.4	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	9.1	54.4	36.4	0
		National	0	2	0	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	63%	In the school:	73%
In Wales:	70%	In Wales:	71%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
N Pupils who have failed to register a level for reasons other than absence
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
n tests do not cover these levels.
n/a not applicable.

D. The Evidence Base of the Inspection

- The school was inspected over three days by three inspectors. Professional inspectors were in school for five days and the lay inspector for one day. 33 sessions or part sessions were observed.
- During this time all teachers were visited and work in all subjects of the NC inspected.
- Regular discussions were held with pupils to ascertain their knowledge of curriculum areas and their attitude to learning.
- Pupils work across the age and ability range was examined systematically and the school provided the inspection team with a comprehensive record of pupils' work and other school activities.
- Discussion also took place with the head and staff, including support staff, to establish their specific responsibilities and professional perspectives.
- School documentation was examined and a detailed discussion took place with the head concerning financial matters.
- The views of parents and governors were received and analysed.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr Meurig Thomas	1.The school and its priorities 2.Main Findings 3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in Key Skills across the curriculum 5.3 Curriculum 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Mathematics Science Design and Technology Information Technology Art Music
Mr Gwilym Morris	4.2 Behaviour and attitudes 4.3 Attendance 5.4 Support, guidance and pupils welfare 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs Zohrah Evans	4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and learning resources	Early Years Welsh English History Geography Physical Education Religious Education