

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

**Ysgol Babanod Morfa Nefyn
Lôn yr Eglwys
Morfa Nefyn
Pwllheli
Gwynedd
LL53 6AR**

School Number: 661/2075

Date of Inspection: 21 - 23 March 2005

by

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W129/13002**

Date: 26 May 2005

Under Estyn contract number: T/105/04P

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Ysgol Babanod Morfa Nefyn was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Babanod Morfa Nefyn took place between 21 – 23 March 2005. An independent team of inspectors, led by Lisa J Davies, 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

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Context

Nature of provider

1. Ysgol Babanod Morfa Nefyn is situated in the village of Morfa Nefyn near Pwllheli in Gwynedd and it serves the village and the surrounding area. The school makes provision for pupils aged 3 - 8 years; pupils transfer to the nearby primary school after year 3 [Y3]. There were 25 full-time and 6 part-time nursery children on the school roll during the inspection. It is foreseen that numbers will decrease during the next few years.
2. 61% of the pupils come from homes where Welsh is the main language of communication. Welsh is the everyday language of the school and the main medium for teaching and learning. The percentage of pupils speaking Welsh as a first language or to an equivalent standard is 87%.
3. The rural area from which pupils come is described as one that is dependent on tourism. The substantial majority of pupils come from backgrounds that are neither advantaged nor disadvantaged. At present a very low percentage is entitled to free school meals. Pupils represent the full range of ability. Three pupils have been identified by the school as pupils with special educational needs [SEN], and one of them has a statement of SEN.
4. The head was appointed in 2000 and the school was last inspected in December, 1998.

School Priorities and Targets

5. According to the School Development Plan [SDP] the school's main priorities for the 2004-2005 year are:
- teachers and pupils to use the interactive whiteboards to their full potential;
 - promote pupils' listening skills;
 - promote the awareness of pupils of the importance of caring for the body by keeping fit and eating healthily;
 - create assessment materials for science for Y1, 2 and 3;
 - create an effective self-evaluation programme over four years with the emphasis on raising pupils' standards;
 - establish a School Council.

Summary

6. Ysgol Babanod Morfa Nefyn is a good school with some exceptional features. The inspection team agreed with two of the school's opinions made in the self-evaluation document. The team decided that five of the seven key questions were higher than the grade 2 awarded by the school.

Table of the grades awarded

7. The inspection team judged the school's work to be as follows:

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

Standards

8. Standards of achievement in the lessons inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	52%	48%	0%	0%	0%

9. The standards achieved in the lessons observed are substantially better than the targets set by the Welsh Assembly Government [WAG], which is at least 95% of standards satisfactory (grade 3) or better and 75% good or better.

10. Standards of achievement in Early Years are as follows:

Areas of learning	Under five
Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Creative development	1
Physical development	1

11. At KS1 and Y3, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2 (Year 3)
Welsh	1	1
Mathematics	1	1
Design and Technology	1	1
Geography	1	1
Physical Education	2	2

12. The general quality of the provision for children under five is appropriate for their needs and children make very good progress towards the Desirable Outcomes for children's learning. Children have a wide range of interesting activities that are relevant to their development.
13. Early Years children make very good progress in the key skills of numeracy and using information and communication technology [ICT]. They make very good progress too in the key skills of speaking and listening, reading and writing.
14. The standards and progress of KS1 and Y3 pupils in the key skills of speaking, listening, reading, writing, numeracy and using ICT are very good across the curriculum.
15. Pupils' standards in their bilingual competency show good progress. At KS1, Welsh learners become increasingly confident in using the language and by Y3, a large number of pupils can switch appropriately from one language to another.
16. Pupils with SEN make good progress educationally and socially. They achieve the targets set for them.
17. Pupils show very good progress in their personal and social skills. Pupils can work extremely well together, persevering with their tasks and supporting each other within the class and also outside the usual class situation. They display very good skills in their creative work throughout the school.

18. At the end of KS1, in 2004, the attainment of pupils in the core subjects of the National Curriculum [NC], Welsh, mathematics and science, was higher than the national averages and those of the catchment area. Pupils' result compare well with schools of a similar size and those with a similar percentage of free school meals. A three-year cycle shows results above the median. There are no significant differences between the performance of girls and boys.
19. Pupils' attitudes towards their learning, the interest shown in their work and their ability to concentrate on their tasks are very good. They make very good progress towards reaching their potential.
20. Pupils' behaviour is particularly good. They have a clear understanding of what is expected of them, and they are considerate and polite. This responsible attitude has a positive effect on the progress they make.
21. The school ensures that all pupils have equal opportunities. Throughout the school, pupils respect the variety of beliefs and other social and cultural traditions.
22. Their awareness of the strengths and weaknesses in their work and what they need to do to improve is developing well. They are aware of the targets set for them each term by the teachers and they strive to achieve them.
23. All pupils attend school regularly and arrive punctually at the start of the school day.

Quality of education and training

24. It was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
60%	40%	0%	0%	0%

25. Very good teaching is a strong feature of the school. These percentages are substantially better than the targets set by the WAG, namely that 95% of teaching is at least satisfactory (Grade 3), and 75% is good or better.
26. In the lessons judged to be good or very good, a number of the following features were evident: effective planning; stimulating presentations; lively interaction between teachers and pupils that extended them mentally and confirmed their grasp of concepts; purposeful use of a wide range of resources and tasks, and constant opportunities to develop key skills.
27. The quality of assessment for the early years and core subjects at KS1 and Y3 is very good, and good for the foundation subjects. Assessment is used consistently to guide planning and set targets effectively. There is some lack of clarity in the systems for assessing the foundation subjects. Reports to parents on their children's achievement and development are of very good quality and parents appreciate them.

28. The school responds very effectively to the learning needs of pupils. It provides equal access to a broad and balanced curriculum that develops their skills and concepts and ensures progression for the different ages and their abilities.
29. There is very good provision for development of pupils' personal and social education. This aspect is a strength in the school and contributes effectively to improving pupils' achievements.
30. The learning experiences promote the spiritual, moral, social and cultural development of pupils very successfully. As a result, pupils show particular care and friendship towards each other and their teachers.
31. The partnership and links with parents are exceptionally good. Parents appreciate the school's work and raise substantial sums of money for the school fund. Learning experiences are enhanced through very effective links with the community and other partnerships.
32. The school provides equal opportunities in every aspect of its work. There is a civilised ethos in the school and the respect given to the pupils' views gives them the feeling that they are appreciated.
33. The school provides a welcoming and caring environment where all pupils feel happy and confident. The provision for pupils with SEN is very good and fulfils the requirements of the Code of Practice.

Leadership and management

34. The head's leadership is very good. Clear leadership, together with the close co-operation that exists between the staff, ensures that the sound aims and values of the school are followed carefully and achieved to a large extent. The school promotes high standards and equality for everyone. The contribution of pupils, parents, governors and staff is appreciated.
35. Self-evaluation procedures are comprehensive, well-organised and based on direct evidence. Effective methods are in place to monitor standards in teaching and learning. Performance management has helped the process but the practice of direct observation in class is not established sufficiently at present. The governing body receive regular reports on standards and progress in the different areas of the curriculum.
36. Governors provide strong support for the school. Particular interest is shown in several curricular areas, including SEN, and they co-operate effectively with the head and staff to provide a strategic direction for the school's development. They fulfil their monitoring responsibilities effectively through purposeful visits to classes and through different sub-panels.

37. The SDP is a well-organised, useful document to provide a strategic direction for the school's work. It includes a detailed evaluation of the previous SDP. There are good links between the SDP priorities and the self-evaluation processes.
38. The school has made very good progress since the last inspection. There is evidence of the effective steps taken to address the key issues, and of the positive effect of this on provision and standards. The budgetary surplus remains high but it has been earmarked for future plans.
39. There are sufficient members of teaching staff and full use is made of their expertise. Competent and experienced staff support pupils very well, as do a nursery assistant and other capable and conscientious assistants.
40. There is a very good supply of resources in the school, which corresponds to the learning needs of every pupil. These resources are of good quality and easily accessible for pupils to use.
41. The building is maintained in good condition and has enough space for all pupils on the register. There is no hall for physical education lessons but this is resolved by a weekly visit to a Leisure Centre in a nearby town. Advantage is also taken of the 'cabin' on the yard for whole school assemblies and lessons in drama, dance and music. The school makes good use of the outside environment and this contributes to the quality of the provision and raises pupils' standards.
42. The colourful displays on walls in classrooms and corridors contribute greatly to creating a refined ethos in the building. The school gives credit to pupils' work and celebrates their successes.
43. The school provides very good value for money.

Recommendations

It is recommended that the school:

- R1. maintains the high quality of the educational provision and standards that exist in the school;
- R2. builds upon the current self-evaluation practices by further developing the monitoring and evaluation skills of the subject co-ordinators, paying particular attention to lesson observation in class;
- R3. continues to ensure clear planning for spending in future.

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 1: Good with outstanding features

44. The findings of the inspection team differ from the Grade 2 awarded by the school in its self-evaluation report. In the team's view, standards in this area are higher than the school's judgement. Standards of achievement in the lessons inspected are as follows:

Pupils' standard of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	52%	48%	0%	0%	0%

45. Pupils' standards in lessons are much higher than the WAG targets for the whole of Wales, 95% of lessons satisfactory (grade 3) or better and 75% good or better.

46. Standards of achievement of children under five are as follows:

Areas of learning	Under five
Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Creative development	1
Physical development	1

47. At KS1 and Y3, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2 (Year 3)
Welsh	1	1
Mathematics	1	1
Design and Technology	1	1
Geography	1	1
Physical Education	2	2

48. The general quality of the educational provision for children under five is appropriate for their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments show that the attainment of the majority of children as they start school is similar to the county average and their progress during the under 5 period is very good.

49. Pupils with SEN make good progress and achieve the targets set for them.

50. Early Years children make very good progress in the key skills of numeracy and using ICT. They also make very good progress in the key skills of speaking and listening, reading and writing.
51. The standards and progress of KS1 and Y3 pupils in the key skills of speaking, listening, reading, writing, numeracy and using ICT are very good across the curriculum.
52. Pupils' standards in their bilingual competency display good progress. At KS1, Welsh learners become increasingly confident in using the language across the curriculum. English is introduced in Y2 and by Y3, a large number of pupils are able to communicate appropriately when reading, speaking and writing.
53. Pupils show very good progress in their personal and social skills. Pupils can work extremely well with each other, persevering with their tasks and supporting each other within the class and also outside the usual class situation. When given the opportunities, they solve problems in a well-organised manner. They display very good skills in their creative work throughout the school.
54. At the end of KS1, in 2004, the attainment of pupils in the core subjects of the National Curriculum [NC], Welsh, mathematics and science, was higher than the national averages and those of the catchment area. They compare favourably with schools of similar size, teaching medium and those with a similar percentage of pupils entitled to free school meals. A three year cycle shows higher results than the national median in similar schools. There are no significant differences between the performance of girls and boys.
55. Pupils' attitudes towards their learning, the interest shown in their work and the ability to concentrate on their tasks is an exceptional feature. They make very good progress towards reaching their potential.
56. Strong emphasis is placed on high standards of behaviour. Pupils help others and are always considerate and polite. They respond enthusiastically and maturely to their teachers' requirements. They have a clear understanding of what is expected of them. Their behaviour is very good and is excellent on occasions such as services. This responsible attitude has a significant effect on the progress they make.
57. Throughout the school, pupils respect the variety of beliefs, attitudes and cultural and social traditions of others. They have a good understanding of equal opportunity issues.
58. The numerous visits to the local community and other places of interest relating to current work in class contribute substantially to extending pupils' understanding of their own community and the world of work.

59. Their awareness of the strengths and weaknesses in their work and what they need to do to improve, is developing well. They are aware of the targets set for them each term by the teachers and try hard to achieve them.
60. Attendance is good. Average attendance for the three terms before the inspection was 95%. Attendance would be even higher but for some examples of pupils taking holidays with their families during terms. Pupils arrive at school punctually.

Quality of education and training

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

Grade 1: Good with outstanding features

61. The findings of the inspection team are different to the school's self-evaluation as the school had awarded grade 2 to this key question.

62. In the lessons observed, it was deemed that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
60%	40%	0%	0%	0%

63. The percentage of good or better lessons is 100% and substantially higher than the WAG target of 75% good or better. The teaching contributes substantially to the good or very good standards achieved by a high percentage of pupils. The very high percentage of grade 1 lessons is an exceptional feature of the school.

64. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children under Five. They plan thoroughly with a clear focus on the learning aims.

65. The good and exceptional features of the teaching include:

- effective, stimulating presentations;
- a high level of support for each pupil;
- consistent and purposeful use of role play to enhance the lessons and to develop oral language;
- lively interaction between teachers and pupils that extends pupils thinking skills and confirms their grasp of concepts;
- purposeful and effective use of a broad range of resources, including ICT, to create interest and encourage development;
- very effective questions and challenging tasks that bring out the best in pupils;
- taking advantage of every opportunity to develop key skills and cross-curricular elements.

66. Assessment is used consistently to guide planning and set purposeful targets. These targets are used effectively to ensure that pupils make progress during the year. Pupils' work is marked regularly and the oral and written comments provide meaningful guidance to pupils on how to improve their work.

67. The quality of assessment for Early Years and the core subjects is very good and good for the foundation subjects. In the Early Years the assessment process is clear and shows development in the six areas of learning from when the child starts in school to the end of the reception class period.
68. Aspects of every core subject are assessed each term. Strengths and weaknesses are identified as well as requirements for action. At present, there is some lack of clarity in the systems used to assess the foundation subjects.
69. Teachers keep appropriate records of pupils' achievements including the booklet 'The First Step', baseline assessments, pupils' performance in teachers' assessments at the end of KS1, specific tasks and other standard assessments. Useful portfolios in the core subjects have been levelled to ensure consistency when moderating.
70. Parents appreciate the opportunities they have to discuss their children's development with teachers. The annual report for parents conforms to the statutory requirements and its quality is very good. It includes comments that note the achievements and skills of pupils in the NC subjects and areas of the Desirable Outcomes for children under five. The reports include useful suggestions for parents on the ways they can support their children's progress.

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

Grade 1: Good with outstanding features

71. The findings of the inspection team are different from the school's self-evaluation, as the school had awarded grade 2 to this key question.
72. The school responds thoroughly to the learning needs of pupils and provides equal access to a broad and balanced curriculum. It has been planned purposefully and effectively. Strong emphasis is placed on matching work to individuals' needs and abilities.
73. The schemes of work provide clear guidelines in order to ensure progression in pupils' learning. Pupils across the school engage in appropriate activities and suitable, interesting tasks.
74. Developing pupils' personal and social education is very well provided for through a range of curriculum activities and through the structured periods of circle time. This aspect is one of the school's strengths and contributes effectively to improving pupils' achievements.
75. The cross-curricular provision to ensure each pupil achieves the necessary key and basic skills is an exceptional feature. When planning, the opportunities to present these skills within each subject are identified. The curriculum promotes the culture and heritage of Wales and ensures they are given prominence in the whole life and work of the school.
76. The curriculum is extended and enhanced through purposeful educational visits, by inviting other adults in to school to work with pupils and through the effective use of a specialist teacher in physical education.
77. The broad learning experiences pupils receive, which promote their spiritual, moral, social and cultural development, are very successful. As a result, pupils have a distinct feeling of ownership and responsibility for the school and its environment. The older pupils show their care for their fellow pupils by taking responsibility for younger pupils on educational visits and on the school yard. Collective worship makes a particularly good contribution to pupils' understanding of spiritual and moral issues.
78. The very close partnership that exists with parents helps to promote pupils' learning and to develop confidence and skills. There are very good links with the community through a large number of curricular and social activities. Substantial sums of money have been raised by parents and the community to buy resources.
79. The school takes full advantage of partnerships with a number of local businesses and societies. Appropriate use is made of these to arrange visits and to raise pupils' awareness and understanding. The relationship with the primary school to which pupils transfer at the end of Y3 is very good. There is close co-operation with the pre-school nursery group that meets in the 'cabin' on the school grounds.

80. There are sound policies that reflect the school's commitment to equal access and equal opportunity for all. The school's civilised ethos and the respect paid to pupils' views enables them to feel that they are appreciated.
81. At a simple but effective level, the school pays good attention to developing pupils' awareness and understanding of sustainable development.
82. Pupils' experiences across the curriculum enable them to gain a range of skills that are valuable in lifelong learning. These include bilingualism, ICT skills, numeracy skills, library skills, public speaking skills, and co-operating and making decisions when working together.
83. Pupils' enterprise skills are developed very well by providing them with opportunities to contribute to different activities within the school, such as the School Council and the fruit shop.

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

Grade 1: Good with outstanding features

84. The findings of the inspection team differ from the grade 2 in the school's self-evaluation report. In the team's judgement, standards in this area are higher than they are in the school's opinion.
85. The school is a happy, caring community where each member of staff recognises the individual needs of pupils. In a supportive environment, the school provides valuable experiences that enhance pupils' lives and give them valuable life skills. Every pupil turns confidently to adults for help. These features are exceptionally successful.
86. The positive disciplinary procedure emphasises fostering pupils' self-image and pride through praise and through drawing regular attention to successes. No cases of bullying were seen during the inspection.
87. Registration periods are productive and pleasant. The school conforms fully to the requirements of recording attendance and reporting to parents. Attendance is discussed by the governors.
88. Appropriate policies and sound procedures have been established for pupil protection, and for First Aid, sex education, racial equality and fire prevention.
89. The youngest children enjoy their early experiences in school and receive very good support from the teacher. The "Faithful Friend" system is an excellent feature where Y3 pupils are paired as friends with the youngest pupils in school. Y3 pupils undertake these responsibilities very conscientiously and the scheme is of particular help for the youngest pupils to settle and gain confidence.
90. Detailed consideration is given to incorporating the Personal and Social Education Framework when organising activities. The "Healthy School" scheme has had a positive effect on many aspects of the school's work, such as taking part in fitness programmes and eating healthily.
91. Pupils benefit substantially from the opportunities they have during specific lessons, daily collective worship, periods for reflection and 'circle time' to discuss personal issues. The experiences they receive promote respect and tolerance for others and enable them to discuss feelings and moral issues. These features are exceptional.
92. Part of the school field was redesigned to develop a nature site. This raises pupils' awareness of the need to care for their environment and of the importance of recycling.

93. There is very good provision for pupils with SEN and it fulfils the requirements of the Code of Practice. The school ensures that, where required, assistance is given at an early age. Three pupils receive SEN support. The school's SEN co-ordinator and the designated member of the governing body have a thorough knowledge of the requirements of pupils.
94. Teachers and support staff co-operate closely to ensure continuing support and full access to the curriculum. Pupils with SEN have valuable support from assistants who contribute significantly to their development and needs. Withdrawal sessions provide effective additional support and the Individual Education Plans provided for them are detailed and relevant. Weekly targets are set and careful records are kept of pupils' progress.
95. The school receives very good support from parents and it works appropriately with external agencies.

Leadership and management

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

Grade 1: Good with outstanding features

96. The findings of the inspection team differ from the judgement of grade 2 given in the school's self-evaluation report. Again, the team believes that the school does not give itself sufficient credit for the very good work it undertakes in this area.
97. The head's leadership is very good. Clear leadership, together with the close collaboration that exists between staff, ensures that the aims and sound values of the school are carefully adhered to and are achieved to a large extent. High standards and equality are promoted consistently and the contributions of pupils, parents, governors and staff are appreciated.
98. The particular emphasis on developing the curriculum is one of the outstanding features of the school. Full attention is given to national priorities in the school's policies and priorities and challenging and realistic targets are set. Recent ventures such as development of ICT, including interactive whiteboards, have improved teachers' competence in the area and have enabled pupils to reach higher standards.
99. Very effective use is made of the newly established School Council as a way of guiding pupils, by discussing their wishes and concerns, to contribute to decisions affecting the school.
100. School staff are well managed and effective performance management systems have been established to improve individuals' skills and competence.
101. Staff development is promoted by arranging for them to attend a relevant range of in-service training courses. Extended training in areas such as design and technology, early years and physical education has had a very positive effect on the quality of teaching and on standards.
102. Governors provide strong support for the school. Particular interest is shown in several curricular areas, including SEN, and they co-operate effectively with the head and staff to set a strategic direction for the development of the school. They fulfil their monitoring responsibilities effectively through purposeful visits to classes and through different sub-panels. They play an interactive role in school development and they meet their statutory duties fully.
103. The school provides very good value for money.

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

Grade 2: Good features and no important shortcomings

104. The findings of the inspection team correspond to the school's grade 2 in the self-evaluation report.
105. The head, governors and staff are committed to improving standards. They have been working conscientiously since the previous inspection to raise standards through the self-evaluation process. To a large extent, they have succeeded in dealing with every one of the key issues.
106. Standards in mathematics, Welsh and geography have risen from good to very good, and standards in design and technology have risen from satisfactory to very good. Standards in physical education have risen from satisfactory to good. Although there is room for further development, there is substantial improvement in the development of the subject leaders' role. A more proactive role has been given to the governors in the monitoring system and by now, effective links have been established with industry. There is still a high budgetary surplus but the school can show clearly why this is essential for the future.
107. The self-evaluation system includes a programme to ensure every curricular area is evaluated in turn. A number of strategies are used to gather evidence, including inspecting pupils' work, analysing internal and external tests and observing lessons. At present, the practice of direct observation in class has not been sufficiently established.
108. The governing body receives regular reports on standards and progress in the different areas of the curriculum.
109. The SDP is a well-organised and useful document providing a strategic direction for the school's work. It includes a detailed evaluation of the previous SDP. There is a good link between the SDP priorities and the self-evaluation processes.
110. Good use is made of test results and other data to identify areas for improvement and set targets for pupils and teachers. Strong emphasis is placed on raising standards and ensuring that pupils reach their full potential.
111. The school's self-evaluation report is comprehensive and clear and identifies strengths and matters for further attention. The findings of the inspection team do not correspond to the school's opinion in five of the seven key questions as the school does not sufficiently recognise its strengths in these areas.

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

Grade 1: Good with outstanding features

112. The findings of the inspection team correspond to the school's opinion in the self-evaluation report.
113. Pupils are very good supported by qualified and experienced staff. The relatively small size of classes, together with the effectively-located assistants, ensure that each individual receives a high level of support from all the staff.
114. Teachers are capable in the areas they teach, and efficient use is made of their expertise by exchanging learning groups to teach subjects such as music.
115. The nursery nurse and other assistants provide high quality support for children under five and for pupils with SEN. They work conscientiously with teachers in planning, teaching and recording pupils' progress. The other ancillary staff members also contribute well to the effective running of the school.
116. Pupils benefit from an abundant supply of resources, including IT provision and a central library, which meets the learning experience needs of every pupil. They are convenient for pupils' use. These are reinforced by a range of interesting resources produced by the teachers.
117. The building is maintained in good condition and has enough room for all pupils on roll. There is no hall to hold physical education lessons but this is resolved by a weekly visit to a Leisure Centre in a nearby town. Advantage is also taken of the relative spaciousness of the 'cabin' where the nursery school meets, for whole school assemblies and drama, dance and music lessons.
118. There is disabled access to every part of the building.
119. Both inside and outside the school are kept clean and tidy. Recently, a garden in the form of geometric shapes has been developed. Games have been painted on the yard and there is shelter during inclement weather. The school makes good use of the external environment, which contributes to the quality of provision and pupils' standards.
120. The colourful displays on walls in classrooms and corridors contribute greatly to creating a civilised ethos in the building. The school gives credit to pupils' work and celebrates their successes.
121. Spending decisions correspond well with school priorities. At present, there is a significant financial surplus. The school can show clearly why this is essential in order to respond to a significant reduction in pupil numbers during the next years. In addition, there are proposed plans for substantially improving part of the playing field. The head and governing body regularly review and evaluate requirements and the use of resources.

Standards achieved in subjects and areas of learning

Children under five

Grade 1: Good with exceptional features

122. The general quality of the provision for children under five is appropriate for their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Children receive a broad range of interesting and purposeful activities for their development.

Good and outstanding features

Language, literacy and communication

123. In the nursery class, the great majority of the children listen well and can remember details of familiar stories. They are aware of print in the environment and show an interest in books. They conduct themselves very well as readers. They all recognise some letters and some familiar words, as well as their own names. They enjoy putting marks on paper and can write their names independently with the majority forming letters accurately. Learners respond very positively to Welsh and quickly come to use the language.

124. In the reception class, children listen intently and talk with enthusiasm. They respond to questions confidently. They are particularly effective when creating dialogues and role-playing. The children's reading skills develop very well. They all show an interest in books and are capable at recognising letters and reading words and phrases. They make successful efforts to spell unfamiliar words. A good number read books independently and are able to discuss them in simple terms. They trace simple words and sentences accurately with individuals writing sentences independently.

Personal and social development

125. In the nursery class, children work and play together very well. They take part enthusiastically in play activities that promote playing together and sharing. Socially, they benefit substantially from collective, group and pair activities with older children. These sessions are of a high quality and include singing and listening to stories. They help readily with setting out table-mats and distributing milk.

126. In the reception class, the children's behaviour and their relationship with each other and with adults is very good. They can concentrate extremely well on their tasks and co-operate without fuss in pairs and groups. They undertake responsibilities confidently in the class. They become aware of Bible stories and through appropriate stories, learn particularly well about friendship and care for others, and about children from other cultures and their ways of life, comparing them with themselves. They are confident and polite when expressing their feelings in circle time activities.

Mathematical development

127. In the nursery class, children begin to develop very good mathematical language through a variety of different practical experiences. They understand concepts such as "more" and "less". They have experience of paying when role playing in the travel shop. They can count and add objects and numbers to at least five and add one on to a specific number. They can make sets of objects according to colour and form and they recognise simple two dimensional shapes.
128. The reception children's understanding of shapes extends to an awareness of some three-dimensional shapes and they can confidently discuss the main characteristics of shapes and the differences between them. Their mental work develops very well. They count confidently forwards and backwards to at least 10, with the most able handling larger numbers. They can also place numbers in their correct order quickly. They have a sound understanding of concepts such as 'more than' and 'less than', 'longest' and 'tallest'. They can tell the time on the hour and the time relevant to the order of their day accurately. Through appropriate practical experiences, they come to understand well the purpose and value of money.

Knowledge and understanding of the world

129. In the nursery class, children talk enthusiastically about themselves, their families and homes. They discuss with understanding the weather and the order of the day. When dressing dolls correctly in suitable clothes for different weathers and seasons, they show very good knowledge about the order and features of seasons. They observe in detail as they play purposefully in the sand and water. They use appropriate vocabulary as they play and move small toys on a floor map and can create objects and build with different kinds of blocks. Their ICT skills develop increasingly as they control the mouse and colour on the screen.
130. In the reception class, children show excellent understanding about the past and different ways of life through visits to places of educational interest and through the stories they hear. They keep a daily record of the weather and use appropriate symbols to record. They describe imaginary journeys in a taxi to places of their choice particularly well and they have a sound knowledge of their local area. Their scientific skills develop well as they observe and come to understand the different characteristics of liquids. They handle the mouse very competently to fulfil a number of different tasks on the computer, such as choosing a colour as they colour and create pictures on the screen. They control the brush skilfully as they create a picture on the interactive whiteboard and can follow an adult's instructions when printing.

Creative development

131. In the nursery class, children sing a variety of songs suitable for their age from memory. They join in enthusiastically in the movements and enjoy performing with their peers. They use their imagination particularly well as they play a role in different situations. They produce a variety of pictures, paintings and effective joint projects using a broad range of materials.
132. In the reception class, they sing numerous nursery rhymes and songs enthusiastically, with clear phrasing and producing a melodic sound. They succeed in emulating rhythms effectively. There are exceptional features in their work on discussing sounds in the environment and experimenting to emulate these sounds with parts of the body and unpitched instruments. They record on a graphic score, following it accurately when performing the work. They show increasing imagination when creating stories, using interesting objects from special story sacks.
133. Children work enthusiastically with paint and other media and striking work has been produced in painting a colourful complete work while listening to music by a contemporary harpist. The work produced with a resident artist is full of expression and interesting images.

Physical development

134. In the nursery class, they develop their fine motor skills very well when dealing with appropriate equipment. Through dance experiences, they follow instructions and move confidently with increasing control. When they play with large toys, they display good control of their major motor skills, such as pedalling and pushing, showing an awareness of others.
135. In the reception class, children handle small items of equipment very deftly. They respond with much imagination to stimulating music and can control their bodies confidently. They develop and improve a range of movements and can hold shape effectively. They show a very good awareness of space. Through experiences in gymnastics and dance, and through playing with large toys, children make very good progress in the necessary skills.

Shortcomings

136. There are no significant shortcomings.

Welsh

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 (Year 3) – Grade 1: Good with outstanding features

Good and outstanding features

137. Pupils' listening skills are developing very well across the school. They listen attentively and respond appropriately to teachers' instructions.
138. At KS1 and Y3, pupils' oral skills are very good. They express themselves very effectively, speaking confidently and accurately. Often, they respond at some length in class and group situations. They chat enthusiastically with peers and with adults about their work and experiences. Learners come to understand and use Welsh very well in a short space of time.
139. In Y2 and Y3, pupils are adept at discussing and expressing opinions simply in group activities. They role-play especially capably, creating their own dialogues and imitating characters effectively.
140. At KS1 and in Y3, pupils make very good progress in their reading skills. KS1 pupils use suitable strategies to read unfamiliar texts. By Y2, orally and in writing, they discuss with interest events and characters in the books they read. The large majority can choose their books independently. An exceptional feature is their ability to read aloud with understanding and lively expression.
141. In Y3, individuals use their reading skills very effectively to read stories to groups of younger pupils, questioning them capably about the content. They know about the order of the alphabet and use a dictionary confidently. They can use the index, contents list and 'blurb' in a book to search for information.
142. There is clear progress in the writing of KS1 and Y3 pupils. They write for different purposes and on a broad range of texts, such as book reviews, writing stories, portrayals, dialogues, diaries and letters. By Y2, their grasp of basic punctuation is sound, they vary and extend sentences and spell familiar words accurately, with a number of them writing extensively.
143. In Y3, pupils develop their ideas in an organised manner and display a very good grasp of a range of syntax including the concise forms of verbs, a broad vocabulary and natural use of idioms. Pupils have produced written work that is particularly interesting and of high quality as a result of discussing and dramatizing a Welsh fable.

Shortcomings

144. There are no significant shortcomings.

Mathematics

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 (Year 3) – Grade 1: Good with outstanding features

Good and outstanding features

145. At KS1, pupils work quickly and accurately in mental arithmetic tasks. By Y3, the range of mental strategies used by pupils in solving number problems expands substantially and they can explain their method of working clearly.
146. At KS1, pupils' knowledge about number bonds is thorough. They have a sound understanding of place value. They handle numbers to at least 100 and know what each digit represents. They complete number tasks confidently, counting backwards and forwards swiftly. They recognise useful patterns easily, for example that every even number is a multiple of two.
147. By Y3, they have a range of useful strategies for solving number problems and they explain these intelligently using mature mathematical language.
148. The youngest KS1 pupils have a very good understanding of simple fractions such as halves and quarters and they work confidently with them in different situations.
149. At KS1 and in Y3, pupils make clear progress in their understanding of measuring work and shape. Older pupils tell the time accurately and record their work through digital and analogue means. They come to estimate measurements sensibly and measure in detail accurately. They have very good knowledge of the properties of a good range of 2D and 3D shapes.
150. There are a number of particular features to number work in the context of money at KS1 and in Y3. At KS1, they recognise the different pieces of money and can give change easily. By Y3, they use their understanding of money to solve everyday problems. They realise the cost of goods, they buy and sell them and come to understand how to make a profit.
151. The youngest KS1 pupils handle data accurately and record in the form of tables and block graphs, showing a good understanding when discussing their work. In Y2 and Y3, they gather information from varied texts, sorting it methodically and producing an increasingly complex range of graphs to display their work. Their interpretation skills develop well according to their age and ability. The work of the most able is very good.

Shortcomings

152. There are no significant shortcomings.

Design and Technology

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 (Year 3) – Grade 1: Good with outstanding features

Good and outstanding features

153. At KS1 and in Y3, pupils discuss the process of design and make confidently, showing a very good awareness of the sequence and of appropriate steps. They have a sound awareness of the suitability of materials and equipment for a specific task. They are all aware of the need to work safely.
154. They develop their design ideas in a number of ways, including ICT where appropriate. They investigate in detail the way familiar products work and they realise their initial ideas very effectively as they work.
155. The youngest KS1 pupils work with a broad range of materials to make a variety of objects. They can cut, shape and join a range of materials capably, for example, when making puppets and when creating a tractor with moving wheels. They use pictures and words competently to convey what they intend to make.
156. Y2 and Y3 pupils understand the importance of a clear design. The detail of the most able pupils is very good, including accurate measurements. They produce complex vehicles that have a framework and a suitable axle for wheels. They use a range of equipment and their finished work closely reflects the ideas in their early planning. The quality of the finished product is very high.
157. Pupils produce a healthy snack pack, ensuring that the sandwiches are a suitable combination of healthy foods. Again, the finished work is based on detailed initial investigative work.
158. The youngest KS1 pupils evaluate their work and are prepared to suggest how to improve. The evaluation skills of Y2 and Y3 pupils are very good. They evaluate their work as it develops, keeping their original aims in mind. The quality of evaluation is particularly sensible under the guidance of the teacher, with fair comments from the great majority of pupils.

Shortcomings

159. There are no significant shortcomings.

Geography

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 (Year 3) – Grade 1: Good with outstanding features

Good and outstanding features

160. At KS1 and in Y3, pupils have a particularly good knowledge of their local area and they discuss the physical and human features very well. At KS1, they discuss the characteristics and location of their homes as well as drawing a simple map of the village, referring to geographical characters such as a semi-detached house, terrace, street, chapel and church. In Y3, pupils show a very good understanding of the cause and effect of tourism in the area.
161. By Y2 and Y3, pupils use simple mapping skills very effectively. They deal with a broad range of appropriate maps and aerial photographs. They make use of simple grids and can use some symbols and keys accurately. They locate their village on a map of the Llyn Peninsula and Wales and can place and recognise some countries, continents and oceans on a map of the world.
162. At KS1, pupils have a good knowledge about the features of the seasons and they keep a daily weather chart. They have a sound understanding of the effect weather has on people and plants, and the influence of weather on the farmer's work. In Y3, they make good use of data to ask and respond to geographical questions. For example, they discuss and compare weather in Wales with other countries, using the information to create a graph.
163. Pupils can use suitable investigative methods in fieldwork relating to the local area and neighbouring towns. Their knowledge of the difference between a village and town is thorough. They observe carefully, discuss and record in interesting ways and express opinions sensibly. In light of this work, they can discuss with considerable maturity the need to care for the environment and can offer suggestions about different ways of controlling pollution.
164. Y2 and Y3 pupils have a good knowledge about living conditions in Lesotho, a country that is developing economically. They compare living conditions effectively with those in Wales. They have also gained a good deal of knowledge and geographical skills through mapping and following an exciting voyage around the world undertaken by one of the school's grandfathers.

Shortcomings

165. There are no significant shortcomings.

Physical Education

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 (Year 3) – Grade 2: Good features and no important shortcomings

Good features

166. Pupils understand the need to warm up before physical education activity, and to relax afterwards. They listen well to teachers' instructions and show a good awareness of safety requirements when moving around the hall and in the swimming pool.
167. In dance lessons, KS1 pupils work energetically and show a good awareness of the need to create high quality movements and shapes. They travel around the room light footedly and co-operate well to create a sequence of imaginative movements, performing them in a disciplined way to music.
168. In gymnastics lessons, Y2 and Y3 pupils create a very good range of shapes with the body and through practice, they improve their quality. They co-operate effectively with a partner to create a sequence of movements and to maintain balance. They work skilfully at different levels, stretching the body, changing pace and changing direction. They are aware of safety requirements when working on large items of equipment.
169. In swimming lessons, Y2 and Y3 pupils work hard to improve their skills. The majority swim at least 25 metres competently and safely without help.
170. The keep fit sessions held as extra-curricular activity enhance pupils' performance skills effectively.

Shortcomings

171. There are no significant shortcomings.

School's response to the inspection

172. In studying the results of the inspection, the staff and governors of Ysgol Babanod Morfa Nefyn take great pride that the report is a very positive and commendable one.
173. We feel proud that the inspectors have found high standards and a good, sound foundation in the education of 'Children under five' and evidence that the school builds very effectively on this foundation throughout the school, extending Year 3 pupils.
174. The inspection was broad and balanced and there was a professional dialogue between the staff and team. Care was taken to form a balanced and shared opinion, and time was spent seeking further evidence and evaluating it. The skills and commitment of all staff members are recognised.
175. We feel especially pleased that the inspectors have recognised the very good progress made since the last inspection. Standards were raised from Grade 2 to Grade 1 in many areas and subjects, and standards in design and technology have risen from Grade 3 to grade 1 at KS1 and in Y3. We also agree that using the Leisure Centre has substantially improved the quality of physical education that is offered to the children.
176. The school believes strongly that setting a sound linguistic foundation for children is essential and we are pleased that the Inspectors have seen evidence and have awarded the highest grade in oral, reading and written work.
177. In the report, emphasis was placed on the very good progress made by pupils in their personal, social and physical development and in their lifelong learning skills. The strong emphasis the school places on caring for others and its commitment to the local community is recognised. These are the elements that give the school a sound foundation and that are so important for its successful development.
178. The inspection has contributed substantially to recognising our strengths and has given additional confidence to the staff and governors to develop the school further. We are confident we can work on the recommendations in the report, producing an action plan and sharing it with parents. Members of staff and governors will strive to maintain the high standards seen in the inspection and will further develop the school's self-evaluation plan.

Appendix A

Basic information about the school

Name of school	Ysgol Babanod Morfa Nefyn
School type	Naturally Bilingual School
Age-range of pupils	3 to 8 years
Address of school	Lôn yr Eglwys Morfa Nefyn Pwllheli Gwynedd
Post-code	LL53 6AR
Telephone number	01758 720870

Headteacher	Mrs Gwennan Jones
Date of appointment	September 2000
Chair of Governors / Appropriate authority	Mrs Lora Williams
Registered Inspector	Lisa J Davies
Dates of inspection	21 - 23 March 2005

Appendix B

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	3	5	2	10	8	-	-	-	28

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	-	2

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	12 : 1
Pupil : adult (fte) ratio in nursery classes	3 : 1
Pupil : adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	12
Teacher (fte) : class ratio	1.1 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	92%	96%	96%	95%
Summer 2004	91%	96%	94%	94%
Autumn 2004	95%	94%	96%	95%

Percentage of pupils entitled to free school meals	23%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2:	7
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included.		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	86%	In Wales	79%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The school was inspected over a period of two and a half days by two professional inspectors and one lay inspector, who between them spent six full days at the school.
- A meeting were held before the inspection with staff, governors and the parents.
- A range of documentation produced by the school was inspected, including examples of pupils' work across the curriculum in the early years, KS1 and Y3.
- 21 lessons were observed, sharing the time fairly equitably between the classes.
- The morning service was attended.
- A cross section of pupils were heard reading in Weelsh and in English and they were questioned about their knowledge and understanding of the curriculum.
- Teachers' assessment records and the reports prepared for parents were studied.
- Attendance registers were inspected.
- Detailed attention was given to the school budget.
- Pupils were observed as they arrived at and left the school, and during break time.
- A meeting was held with the staff and governing body of the school following the inspection.
- In the parents' meeting, there were 15 parents present and the 19 questionnaires received were analysed.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Lisa J Davies Registered Inspector	Context Summary and recommendations Key questions 1, 5, 6 and 7 Welsh, geography, physical education
Rhianwen Roberts Team Inspector	Key questions 2, 3 and 4 Children under five, mathematics, design and technology
John Roberts Lay Inspector	Contributing to key questions 1, 3, 4 and 7
Gwennan Jones	School nominee

Contractor Cwmni CYNNAL
 Technology Unit
 Bridge Street
 Llangefni
 Anglesey
 LL77 7HL

Acknowledgement

The inspection team would like to thank the governors, staff and pupils of Ysgol Babanod Morfa Nefyn for their co-operation throughout the inspection.

SUMMARY REPORT FOR PARENTS

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

**Ysgol Babanod Morfa Nefyn
Lôn yr Eglwys
Morfa Nefyn
Pwllheli
Gwynedd
LL53 6AR**

School Number: 661/2075

Date of Inspection: 21 - 23 March 2005

by

**Lisa J Davies
W129/13002**

Date: 26 May 2005

Under Estyn contract number: T/105/04P

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Ysgol Babanod Morfa Nefyn was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Babanod Morfa Nefyn took place between 21 – 23 March 2005. An independent team of inspectors, led by Lisa J Davies, 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

Context

Nature of provider

1. Ysgol Babanod Morfa Nefyn is situated in the village of Morfa Nefyn near Pwllheli in Gwynedd and it serves the village and the surrounding area. The school makes provision for pupils aged 3 - 8 years; pupils transfer to the nearby primary school after year 3 [Y3]. There were 25 full-time and 6 part-time nursery children on the school roll during the inspection. It is foreseen that numbers will decrease during the next few years.
2. 61% of the pupils come from homes where Welsh is the main language of communication. Welsh is the everyday language of the school and the main medium for teaching and learning. The percentage of pupils speaking Welsh as a first language or to an equivalent standard is 87%.
3. The rural area from which pupils come is described as one that is dependent on tourism. The substantial majority of pupils come from backgrounds that are neither advantaged nor disadvantaged. At present a very low percentage is entitled to free school meals. Pupils represent the full range of ability. Three pupils have been identified by the school as pupils with special educational needs [SEN], and one of them has a statement of SEN.
4. The head was appointed in 2000 and the school was last inspected in December, 1998.

School Priorities and Targets

5. According to the School Development Plan [SDP] the school's main priorities for the 2004-2005 year are:
- teachers and pupils to use the interactive whiteboards to their full potential;
 - promote pupils' listening skills;
 - promote the awareness of pupils of the importance of caring for the body by keeping fit and eating healthily;
 - create assessment materials for science for Y1, 2 and 3;
 - create an effective self-evaluation programme over four years with the emphasis on raising pupils' standards;
 - establish a School Council.

Summary

6. Ysgol Babanod Morfa Nefyn is a good school with some exceptional features. The inspection team agreed with two of the school's opinions made in the self-evaluation document. The team decided that five of the seven key questions were higher than the grade 2 awarded by the school.

Table of the grades awarded

7. The inspection team judged the school's work to be as follows:

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

Standards

8. Standards of achievement in the lessons inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	52%	48%	0%	0%	0%

9. The standards achieved in the lessons observed are substantially better than the targets set by the Welsh Assembly Government [WAG], which is at least 95% of standards satisfactory (grade 3) or better and 75% good or better.

10. Standards of achievement in Early Years are as follows:

Areas of learning	Under five
Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Creative development	1
Physical development	1

11. At KS1 and Y3, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2 (Year 3)
Welsh	1	1
Mathematics	1	1
Design and Technology	1	1
Geography	1	1
Physical Education	2	2

12. The general quality of the provision for children under five is appropriate for their needs and children make very good progress towards the Desirable Outcomes for children's learning. Children have a wide range of interesting activities that are relevant to their development.
13. Early Years children make very good progress in the key skills of numeracy and using information and communication technology [ICT]. They make very good progress too in the key skills of speaking and listening, reading and writing.
14. The standards and progress of KS1 and Y3 pupils in the key skills of speaking, listening, reading, writing, numeracy and using ICT are very good across the curriculum.
15. Pupils' standards in their bilingual competency show good progress. At KS1, Welsh learners become increasingly confident in using the language and by Y3, a large number of pupils can switch appropriately from one language to another.
16. Pupils with SEN make good progress educationally and socially. They achieve the targets set for them.
17. Pupils show very good progress in their personal and social skills. Pupils can work extremely well together, persevering with their tasks and supporting each other within the class and also outside the usual class situation. They display very good skills in their creative work throughout the school.

18. At the end of KS1, in 2004, the attainment of pupils in the core subjects of the National Curriculum [NC], Welsh, mathematics and science, was higher than the national averages and those of the catchment area. Pupils' result compare well with schools of a similar size and those with a similar percentage of free school meals. A three-year cycle shows results above the median. There are no significant differences between the performance of girls and boys.
19. Pupils' attitudes towards their learning, the interest shown in their work and their ability to concentrate on their tasks are very good. They make very good progress towards reaching their potential.
20. Pupils' behaviour is particularly good. They have a clear understanding of what is expected of them, and they are considerate and polite. This responsible attitude has a positive effect on the progress they make.
21. The school ensures that all pupils have equal opportunities. Throughout the school, pupils respect the variety of beliefs and other social and cultural traditions.
22. Their awareness of the strengths and weaknesses in their work and what they need to do to improve is developing well. They are aware of the targets set for them each term by the teachers and they strive to achieve them.
23. All pupils attend school regularly and arrive punctually at the start of the school day.

Quality of education and training

24. It was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
60%	40%	0%	0%	0%

25. Very good teaching is a strong feature of the school. These percentages are substantially better than the targets set by the WAG, namely that 95% of teaching is at least satisfactory (Grade 3), and 75% is good or better.
26. In the lessons judged to be good or very good, a number of the following features were evident: effective planning; stimulating presentations; lively interaction between teachers and pupils that extended them mentally and confirmed their grasp of concepts; purposeful use of a wide range of resources and tasks, and constant opportunities to develop key skills.
27. The quality of assessment for the early years and core subjects at KS1 and Y3 is very good, and good for the foundation subjects. Assessment is used consistently to guide planning and set targets effectively. There is some lack of clarity in the systems for assessing the foundation subjects. Reports to parents on their children's achievement and development are of very good quality and parents appreciate them.

28. The school responds very effectively to the learning needs of pupils. It provides equal access to a broad and balanced curriculum that develops their skills and concepts and ensures progression for the different ages and their abilities.
29. There is very good provision for development of pupils' personal and social education. This aspect is a strength in the school and contributes effectively to improving pupils' achievements.
30. The learning experiences promote the spiritual, moral, social and cultural development of pupils very successfully. As a result, pupils show particular care and friendship towards each other and their teachers.
31. The partnership and links with parents are exceptionally good. Parents appreciate the school's work and raise substantial sums of money for the school fund. Learning experiences are enhanced through very effective links with the community and other partnerships.
32. The school provides equal opportunities in every aspect of its work. There is a civilised ethos in the school and the respect given to the pupils' views gives them the feeling that they are appreciated.
33. The school provides a welcoming and caring environment where all pupils feel happy and confident. The provision for pupils with SEN is very good and fulfils the requirements of the Code of Practice.

Leadership and management

34. The head's leadership is very good. Clear leadership, together with the close co-operation that exists between the staff, ensures that the sound aims and values of the school are followed carefully and achieved to a large extent. The school promotes high standards and equality for everyone. The contribution of pupils, parents, governors and staff is appreciated.
35. Self-evaluation procedures are comprehensive, well-organised and based on direct evidence. Effective methods are in place to monitor standards in teaching and learning. Performance management has helped the process but the practice of direct observation in class is not established sufficiently at present. The governing body receive regular reports on standards and progress in the different areas of the curriculum.
36. Governors provide strong support for the school. Particular interest is shown in several curricular areas, including SEN, and they co-operate effectively with the head and staff to provide a strategic direction for the school's development. They fulfil their monitoring responsibilities effectively through purposeful visits to classes and through different sub-panels.

37. The SDP is a well-organised, useful document to provide a strategic direction for the school's work. It includes a detailed evaluation of the previous SDP. There are good links between the SDP priorities and the self-evaluation processes.
38. The school has made very good progress since the last inspection. There is evidence of the effective steps taken to address the key issues, and of the positive effect of this on provision and standards. The budgetary surplus remains high but it has been earmarked for future plans.
39. There are sufficient members of teaching staff and full use is made of their expertise. Competent and experienced staff support pupils very well, as do a nursery assistant and other capable and conscientious assistants.
40. There is a very good supply of resources in the school, which corresponds to the learning needs of every pupil. These resources are of good quality and easily accessible for pupils to use.
41. The building is maintained in good condition and has enough space for all pupils on the register. There is no hall for physical education lessons but this is resolved by a weekly visit to a Leisure Centre in a nearby town. Advantage is also taken of the 'cabin' on the yard for whole school assemblies and lessons in drama, dance and music. The school makes good use of the outside environment and this contributes to the quality of the provision and raises pupils' standards.
42. The colourful displays on walls in classrooms and corridors contribute greatly to creating a refined ethos in the building. The school gives credit to pupils' work and celebrates their successes.
43. The school provides very good value for money.

Recommendations

It is recommended that the school:

- R1. maintains the high quality of the educational provision and standards that exist in the school;
- R2. builds upon the current self-evaluation practices by further developing the monitoring and evaluation skills of the subject co-ordinators, paying particular attention to lesson observation in class;
- R3. continues to ensure clear planning for spending in future.

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.