

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Ysgol Iolo Morganwg  
Broadway  
Cowbridge  
Vale of Glamorgan  
CF71 7ER**

**School Number: 6732165**

**Dates of Inspection: 23/04/07**

**by**

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

The inspection of Ysgol lolo Morganwg took place between 23/04/07 and 25/04/07. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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

### The nature of the provider

- 1 Ysgol Iolo Morganwg was established at its present building in 1979 as a Welsh medium school for the rural areas of the Vale of Glamorgan. Since then, the site has been extended considerably, and during 2006 an all weather area was added jointly with Cowbridge Primary School.
- 2 The school has an extensive catchment area that includes the towns of Llantwit Major and Cowbridge, together with several large villages such as St Athan and Llanfleiddan.
- 3 The school educates pupils between three and eleven years of age. There are currently 130 full-time pupils on the school register, together with 25 part-time nursery age children. Pupils are admitted to school on a full-time basis at the beginning of the September following their fourth birthday. They are taught by eight full-time teachers, one part-time teacher and three learning assistants.
- 4 The school describes the area from which the pupils are drawn as being relatively prosperous, with a minority of pupils coming from disadvantaged backgrounds. 3.8% of pupils are entitled to receive free school meals, a figure that is considerably lower than county and national averages.
- 5 According to the Baseline Assessment, the general attainment levels of a considerable number of pupils at the school are higher than county-wide norms. Thirteen per cent of pupils have additional learning needs which is slightly lower than the national average. One pupil has a statement of additional learning needs.
- 6 Welsh is the language spoken in the homes of approximately 39% of pupils, but the school believes that some 80% of pupils are now able to speak Welsh to first language standard.
- 7 There have been no significant changes at the school since the last inspection in the summer term of 2001. The headteacher was appointed to his post in 1992.

### The school's priorities and targets

- 8 The school's priorities and targets for 2007 – 2008 include:
  - improving the reading skills of the weakest pupils;
  - ensuring that implementing the new action plans leads to improved standards;
  - continuing with recent developments in introducing the foundation stage;
  - completing the process of introducing assessment for learning;
  - continuing to refine the self-evaluation arrangements.

## Summary

- 9 The school has made good progress in addressing the Key Issues identified in the 2001 Report. Standards in Welsh and mathematics have improved in key stage 2, as have standards in geography and art throughout the school. The percentage of good teaching has also improved considerably.
- 10 The school's judgement in the six subjects inspected correlated well with the findings of the inspection team, but there was a difference of judgement in four of the seven key questions.

### Table of grades awarded

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

- 11 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	87%	4%	0%	0%

- 12 The standards achieved by pupils in lessons are higher than all-Wales Welsh Assembly Government [WAG] targets for 2007, namely that 98% or more of lessons should be satisfactory (Grade 3) or better, and that 65% should be good (Grade 2) or better.
- 13 Pupils of all ages, including pupils with additional learning needs, make good progress in their learning.
- 14 The standards achieved by the under-fives are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 1

Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

15 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

16 The standards achieved in the subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2

17 The standards achieved by the under-fives and pupils in key stages 1 and 2 in language and communication, mathematics and information and communications technology are good. The bilingual competence of pupils of all ages is good.

18 In 2006, pupil performance at the end of key stage 1 and key stage 2 in the core subjects was higher than national and county averages.

19 With very few exceptions, pupil performance in key stage 1 over the last four years was amongst the upper 25% of schools with a comparable percentage of pupils entitled to receive free school meals. The results for key stage 2 have varied considerably during the same period, and have generally been amongst the lowest 50% of comparable schools.

20 Pupils make good progress in their learning and in their personal and social skills. They have a positive attitude towards their learning, they work together easily and undertake their work promptly. Standards of behaviour throughout the school are good.

21 Pupils respect other cultural and social traditions and they have a good awareness of equal opportunity issues.

22 Average attendance levels at the school over the last three full terms were 95%, and this is higher than national and county averages.

### The quality of education and training

23 The quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	92%	4%	0%	0%

- 24 The percentage of good teaching is higher than the national picture as reported by Her Majesty's Chief Inspector in her annual report for 2005-2006. The percentage of outstanding teaching is lower.
- 25 The outstanding teaching in the Reception Class is typified by lively teaching that motivates children to remember a host of information and to respond swiftly, using good quality language.
- 26 The good features that are common to the teaching across all lessons include a productive working relationship between teachers and pupils that nurtures effective learning. Lessons are planned effectively and the wide range of strategies employed succeed in motivating and sustaining the interest of learners. Tasks are challenging and lessons are presented in an informative and imaginative manner. High quality resources are provided and effective use is made of information and communications technology resources and the interactive whiteboard.
- 27 Where there are shortcomings to the teaching there is insufficient focus on the requirements of the subject in question.
- 28 There are comprehensive arrangements for assessing and recording the progress made by pupils of all ages. Effective use is made of the information collected through assessments in order to monitor the progress of all pupils and to set personal targets for them.
- 29 The quality of the annual reports on pupils' progress is good and provide parents with useful information about their children's achievements in all subjects.
- 30 Every pupil receives equal access to a broad and balanced curriculum that includes all the statutory requirements. Planning for the Desirable Outcomes and the National Curriculum is thorough and provides interesting and differentiated experiences that secure continuity and progression in pupils' learning.
- 31 The pupils' learning is enhanced by a good variety of educational visits, fieldwork and extra-curricular activities.
- 32 The pupils' bilingual skills are effectively promoted and good attention is given to the Cwricwlwm Cymreig.
- 33 The learning experiences effectively promote pupils' spiritual, moral, social and cultural development and they make a considerable contribution to nurturing in them a sense of respect, tolerance and responsibility towards others and the environment. There is appropriate provision for promoting health education and for promoting healthy eating and living practices.
- 34 Parents are supportive of the work of the school and some individuals help in classes. Parents make a considerable contribution to improving the supply of resources available in classes.

- 35 There are good links with local primary schools and with the neighbouring secondary school. There are effective arrangements for the transfer of Year 6 pupils to Ysgol Gyfun Bro Morgannwg.
- 36 There is good provision for promoting education for sustainable development and there are suitable arrangements for paper recycling and saving energy and water. In key stage 2, pupils' awareness of global citizenship is raised to particularly good effect.
- 37 There are good links with the business world and pupils receive appropriate experiences relating to decision-making, problem solving and teamwork skills.
- 38 The quality of care, support and guidance for learners is good. Teachers know the pupils well and are aware of their personal and educational needs. Pupils have confidence in their teachers and are very happy to approach them for support and guidance.
- 39 There are thorough arrangements for monitoring pupils' educational progress, behaviour, personal development and attendance.
- 40 There are appropriate procedures in place for all aspects of child protection.
- 41 The provision for pupils with additional learning needs is good and conforms to the requirements of the Code of Practice. These pupils are fully included in the life and work of the school and appropriate records are kept of their performance and progress.
- 42 Robust policies and procedures are operated to eliminate any instances of oppressive behaviour including bullying, and pupils are encouraged to share their concerns with adults.
- 43 There are appropriate policies and procedures for acknowledging the diversity of pupils' backgrounds, and due prominence is given to other cultures in school activities and curriculum. The school's practices and values successfully promote gender equality ensuring that all pupils receive full access to all activities.
- 44 Reasonable steps are taken to ensure that disabled pupils would not suffer from being treated less favourably.

### **Leadership and management**

- 45 The headteacher and staff work well together, providing a clear direction to the development of the school. There are shared values and expectations with regard to learning, inter-relationships and promoting pupils' Welshness. There are clear aims and policies for guiding the work of the school and ensuring that the school conforms fully to all statutory requirements.
- 46 A strong sense of team spirit amongst staff is a very obvious feature of the work of the school. The subject co-ordinators fulfil their curricular and management responsibilities effectively.

- 47 There are some shortcomings in the quality of the school's links with parents. A considerable number of parents commented that they did not clearly understand what their children is taught and were not satisfied with the current arrangements for conducting open evenings.
- 48 The governors have a good knowledge of the school and make an effective contribution to its development. They fulfil all the legal duties placed upon them but they do not play a sufficiently active role in the school's self-evaluation arrangements.
- 49 The School Development Plan is a useful tool for guiding developments and giving direction to the work of the school. However, the links between the priorities in the Plan and the self-evaluation arrangements are not strong enough and there is insufficient elaboration of the school's main priorities.
- 50 Effective and efficient use is made of all the human resources. The school's staffing levels are good and the learning assistants work very effectively in classes.
- 51 There is a good supply of learning resources and they are used effectively.
- 52 There is adequate space in the building but a lack of suitable storage areas creates difficulties for teachers and pupils. The general condition of the building is good and it is used effectively.
- 53 The headteacher and governors carefully plan the use of school funds and they review their decisions regularly in order to provide value for money.

## **Recommendations**

- 54 The school needs to:
  - R1 ensure improved links between self-evaluation outcomes and the priorities in the School Development Plan;
  - R2 increase the role of the governing body in the school's self-evaluation arrangements;
  - R3 review current arrangements for informing parents about their children's achievements.

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 2: Good features and no important shortcomings

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

56 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	87%	4%	0%	0%

57 The standards achieved by pupils in lessons are higher than all-Wales Welsh Assembly Government [WAG] targets for 2007, namely that 98% or more of lessons should be satisfactory (Grade 3) or better, and that 65% should be good (Grade 2) or better.

58 Pupils of all ages achieve good standards or better in the subjects and areas inspected. The pupils with additional learning needs make good progress towards the targets set for them.

59 The standards achieved by the under-fives are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

60 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

61 The standards achieved in the subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2

62 The standards achieved by the under-fives in the key skills in language and communication, mathematics and information and communications technology are good.

- 63 The standards and progress achieved by pupils in key stages 1 and 2 in the key language and communication skills are good. They discuss their work with ease; they make purposeful contributions in class discussions, using appropriate subject vocabulary, and make effective use of their reading and writing skills to gather information and record their work.
- 64 In both key stages, pupils make good progress in their mathematical skills as they use and apply their numeracy skills when engaged in practical tasks.
- 65 Information and communications technology skills are good. Pupils make confident use of a wide range of software for various curricular purposes.
- 66 The bilingual competence of the under-fives and of pupils in both key stages is good. Almost without exception, by the end of key stage 1 pupils have well-developed oral and written communication skills in Welsh and English.
- 67 In 2006, the percentage of key stage 1 pupils who attain Level 2 in the National Curriculum assessments in Welsh, mathematics and science was higher than the national average in all three subjects. Over half the pupils attained Level 3 in all subjects, a figure that is considerably higher than the national average.
- 68 In key stage 2, the number of pupils who attained Level 4 in Welsh, English, mathematics and science was higher than national and local performance in all four subjects. On average, a little more than one third of pupils attained Level 5 in the four subjects, a figure that is slightly higher than national averages. The vast majority of pupils advanced two levels in the four years between the end of key stage 1 and the end of key stage 2.
- 69 Over a period of three years, there is no significant difference in either key stage in the performance of boys and girls.
- 70 With very few exceptions, pupil performance in key stage 1 over the last four years was amongst the upper 25% of schools with a comparable percentage of pupils entitled to receive free school meals. The results for key stage 2 have varied considerably during the same period, and have been, in general, amongst the lowest 50% of comparable schools.
- 71 Pupils make good progress in their learning and in their personal and social skills. They have a positive attitude towards their learning, they work productively in their lessons and persevere and concentrate on their tasks for extended periods. They respond enthusiastically to questions and undertake their work promptly.
- 72 The vast majority of pupils work well together. During group activities, they listen to each other's opinions, share tasks and come to a consensus view.
- 73 The creative skills of pupils of all ages are good. They produce good quality artwork and show a lively imagination in role-play activities.
- 74 Standards of pupil behaviour are good. They have a clear understanding of teachers' expectations and are considerate and courteous towards others.

- 75 From the early years onwards, pupils make good progress in their ability to work independently and to make their own decisions with regard to their learning.
- 76 Throughout the school, pupils respect the diversity of beliefs, attitudes and other cultural and social traditions. They have a good awareness of equal opportunity issues.
- 77 Pupils' knowledge and understanding of their community and of the world of work are developing effectively through educational visits and through close co-operation with a number of local organisations.
- 78 Average attendance levels at the school over the last three full terms were 95%, and this is higher than national and county averages. Pupil punctuality is good.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

- 79 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 80 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	92%	4%	0%	0%

- 81 The percentage of good teaching is higher than the national picture as reported by Her Majesty's Chief Inspector in her annual report for 2005-2006; the percentage of outstanding teaching is lower. Nationally, the quality of teaching is good or better (grades 1 and 2) in 79% of lessons and outstanding (grade 1) in 18% of lessons.
- 82 The outstanding teaching in the Reception Class is typified by ebullient teaching, lively and interesting presentations and searching questioning. It succeeds in stimulating the children to remember a host of information, to respond swiftly and to use good quality language.
- 83 There are a number of good features that are common to the teaching across all lessons.
- 84 The good working relationship between teachers and pupils nurtures effective learning. There are high expectations in terms of achievement and self-discipline and pupils are treated equally.
- 85 Lessons are planned effectively and there are clear objectives that are understood by pupils. The wide range of strategies used successfully stimulate and sustain pupils' interest and ensure that they receive regular opportunities to

discuss their work and make decisions. The tasks are challenging and clear timescales are set for the completion of the work.

- 86 Lessons are presented in an informative and imaginative manner and the searching questioning challenges pupils' ideas and increases their understanding. Firm class control and purposeful interventions by staff help to move the learning forward.
- 87 High quality resources are provided and effective use is made of information and communications technology resources, particularly so the interactive whiteboard.
- 88 Where there are shortcomings to the teaching there is insufficient focus on the requirements of the subject in question.
- 89 The arrangements for assessing and recording pupils' progress are good.
- 90 The progress of the under-fives is assessed and recorded in detail. The development of each individual is carefully monitored and the information is used to plan for their needs.
- 91 There are comprehensive arrangements in key stages 1 and 2 for assessing and recording the progress made by pupils in all areas of the National Curriculum. The teachers' continuous assessments and the results of the standardised tests are analysed appropriately and used to track the progress of each pupil and to set personal targets for them.
- 92 Pupils' work is marked regularly and in detail and the comments give them useful guidance on how to improve their work.
- 93 The assessment files and the subject-based portfolios are very useful assessment tools for moderating work and reconciling expectations.
- 94 The system whereby pupils conduct self-assessments of their success in achieving their personal targets makes a significant contribution towards developing the ability of individuals to gauge and measure their own work.
- 95 The annual reports to parents conform to statutory requirements. They are of good quality and they contain useful information about pupils' progress in all subjects.

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

**Grade 2: Good features and no important shortcomings**

- 96 The findings of the inspection team differ from the Grade 1 awarded by the school in its self-evaluation report. As there are no outstanding features to the quality of the curricular provision the inspectors do not agree with the school's judgement.

- 97 The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. The curriculum fulfils all statutory requirements.
- 98 Planning and provision for the under-fives are good and ensure that every child benefits from the experiences planned for them.
- 99 The planning for curriculum subjects is good. Interesting and differentiated learning activities are provided that secure continuity and progress in the pupils' educational experiences. There is careful planning for teaching the basic skills and the key skills.
- 100 The curricular provision and the school's day-to-day activities effectively promote the pupils' bilingual skills. Good attention is given to the Cwricwlwm Cymreig and to other cultures.
- 101 The learning experiences provided effectively promote pupils' spiritual, moral, social and cultural development. Pupils benefit from the opportunities they receive during lessons, sessions of collective worship and circle time to reflect and to discuss personal issues that are important to them. These experiences promote respect, tolerance and responsibility towards others and the environment. School Council discussions ensure that pupils have a voice in the life and work of the school.
- 102 The pupils' learning is enhanced by a good variety of educational visits, fieldwork and extra-curricular activities.
- 103 A good partnership has been established with parents. Many parents help out in classes and the Parents and Teachers Association makes a considerable contribution towards improving the supply of resources in classes.
- 104 There are good links with local primary schools and with the neighbouring secondary school. There are effective arrangements for the transfer of Year 6 pupils to Ysgol Gyfun Bro Morgannwg.
- 105 Partnerships have been established with a wide range of voluntary and community organisations and with local businesses. These activities have a positive impact on the standards achieved by pupils.
- 106 There is good provision for promoting education for sustainable development and there are suitable arrangements for paper recycling and saving energy and water. Through subjects such as geography, art and personal and social education, the school successfully raises the pupils' awareness of global citizenship.
- 107 There is good provision for developing enterprise education skills. Pupils receive appropriate experiences in areas relating to decision-making, problem solving and teamwork skills.
- 108 The breadth of learning experiences allows the pupils to develop skills that are valuable in terms of lifelong learning. These include bilingualism, personal and social skills and the use of information and communications technology.

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

##### **Grade 2: Good features and no important shortcomings**

- 109 The findings of the inspection team differ from the Grade 1 awarded by the school in its self-evaluation report. There are a number of good features to the quality of care, support and guidance offered to learners, but there are no outstanding features to the provision.
- 110 The arrangements for supervising pupils whilst they are in the school's care are known to all members of staff and they are operated effectively. The school makes good use of the specialist services of the Local Education Authority to provide additional support for pupils and there is close co-operation with parents in cases related to their children's welfare and development.
- 111 There are good arrangements for ensuring that new pupils settle in quickly at school. There are effective links with the nursery class located on the school campus and with the 'cylchoedd meithrin' (nursery groups) located in other villages. The practice of designating a friend for new children helps them to settle in quickly at school.
- 112 The teachers know the pupils well and are aware of their personal and educational needs. They keep a close eye on the progress made by each pupil in their lessons and intervene appropriately to help them when the need arises. Pupils have confidence in their teachers and are very happy to approach them for support and guidance.
- 113 There is appropriate provision for promoting health education. The school takes advantage of the expertise of community-based professionals by inviting them to discuss issues relating to the pupils' health, welfare and safety. There is good provision for promoting healthy eating and keeping fit.
- 114 Pupils have regular access to a programme of high quality personal and social and health education.
- 115 There are thorough arrangements for monitoring pupils' educational progress, behaviour, personal development and attendance. Parents are aware of the need for them to inform the school of their children's absences.
- 116 The way in which the school operates on a day-to-day basis, its rules and procedures help it ensure that the pupils' development and safety are promoted effectively. There are appropriate arrangements and procedures in place for all aspects of child protection.
- 117 The provision for pupils with additional learning needs is good and conforms to the requirements of the Code of Practice. These pupils are fully included in the life and work of the school and appropriate records are kept of their performance and progress.
- 118 The withdrawal sessions for pupils with additional learning needs make good provision for their specific needs. The assistant and the teacher who teaches them work together effectively with the class teachers to produce the pupils'

individual education plans. These are of good quality and they contain clear targets for the pupils.

- 119 There are good links with parents in order to discuss the development of pupils with additional learning needs.
- 120 There is appropriate provision for pupils whose behaviour affects their own progress and that of other children. Good behaviour is praised and rewarded and there are clear strategies for responding to misbehaviour. Robust policies and procedures are operated to eliminate any instances of oppressive behaviour, including bullying, and pupils are encouraged to share their concerns with adults.
- 121 There are appropriate policies and procedures for acknowledging the diversity of pupils' backgrounds, and due prominence is given to other cultures in school activities and curriculum. There are appropriate arrangements for promoting racial equality.
- 122 The school's practices and values successfully promote gender equality and they ensure that all pupils receive full access to all activities.
- 123 Reasonable steps are taken to ensure that disabled pupils would not suffer from being treated less favourably.

## **Leadership and management**

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

#### **Grade 3: Good features outweigh shortcomings**

- 124 The findings of the inspection team differ to the Grade 2 awarded by the school in its self-evaluation report. There are some shortcomings in the quality of the school's links with parents that are not highlighted in the school's self-evaluation.
- 125 The headteacher and staff work well together in order to give clear direction to the development of the school. High priority is given to raising pupils' standards of achievement and to developing their personal and social skills and their learning skills. There are shared values and expectations about learning, relationships and promoting the pupils' Welshness.
- 126 There are clear aims and policies for guiding the work of the school and ensuring that it conforms fully to all statutory requirements. The school's day-to-day procedures are very sound and they ensure that time and resources are used effectively.
- 127 There are some shortcomings in the quality of the school's links with parents. Half the parents who responded through the questionnaire sent to them prior to the inspection said that they did not clearly understand what their children is taught. This was reiterated at the inspection team's meeting with the parents, where a sizeable number expressed the view that they were not satisfied with

the current system of holding one formal open evening per year. These are issues requiring early attention.

- 128 The school's practices promote equal opportunities for all. The staff are well supported by the headteacher and they are encouraged to play an active part in the development of the school, to show initiative and to undertake new responsibilities.
- 129 The teachers fulfil their curricular and management responsibilities effectively. They undertake their monitoring and evaluation responsibilities conscientiously and support each other well. A strong sense of team spirit amongst staff is a very clear feature of the work of the school and it leads to consistency of practices across classes.
- 130 Appropriate attention is given to national and local priorities in the school's programme of work. The school has gained the Basic Skills Agency Quality Mark, it is part of the eco-schools programme and has responded positively to workforce remodelling requirements.
- 131 The whole school targets set at the end of key stages are challenging and realistic and are based on a detailed assessment of the likely performance of individual pupils.
- 132 Appropriate performance management arrangements have been established to identify the teachers' professional needs and to improve their educational skills and competence.
- 133 The governors have a good knowledge of the school and contribute effectively to its development. They understand their roles and support the school as a critical friend. They fulfil all the legal requirements placed upon them, but they do not play a sufficiently active role in the school's self-evaluation arrangements in terms of regularly monitoring the quality of provision.

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

#### **Grade 3: Good features outweigh shortcomings**

- 134 The findings of the inspection team differ from the Grade 2 awarded by the school in its self-evaluation report. The school did not give sufficient consideration to all aspects of this key question in forming a judgement.
- 135 The evaluations of the subject co-ordinators of the standards achieved by pupils in the six areas inspected correlated well with the findings of the inspection team. In four of the seven key questions, the grades awarded by the school in its self-evaluation were higher than the grades awarded by the inspection team.
- 136 An appropriate range of evidence is used in conducting self-evaluation, but there are no clear arrangements to include governors in the monitoring process. Analytical and effective use is made of pupil performance data in evaluating standards and setting targets for pupils.

- 137 Formal arrangements have been established for obtaining parents' views and the viewpoints of the School Council are considered when determining priorities.
- 138 There are some good features in the quality of the report presented to the inspection team prior to the inspection. There is a clear focus on the standards achieved by the pupils and on identifying the school's major strengths together with the areas that require further development. However, there are important shortcomings. Many of the sections are repetitive, there is no reference in key questions 3 and 4 as to which aspects are outstanding and neither is there an evaluation of the progress made since the last inspection.
- 139 The School Development Plan is a useful tool for guiding developments and giving direction to the work of the school. Developments are planned appropriately, the expected outcomes are noted, operational responsibilities are allocated to individuals and resources are earmarked to support the developments.
- 140 There are some shortcomings in the Plan. The links between the priorities in the Plan and the self-evaluation arrangements are not strong enough and there is insufficient elaboration of the main priorities that require serious attention.
- 141 The school has made good progress in addressing the Key Issues highlighted in the 2001 Report. Standards in Welsh and mathematics have improved in key stage 2, as have standards in geography and art throughout the school. The percentage of good teaching has also improved considerably.

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

##### **Grade 2: Good features and no important shortcomings**

- 142 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 143 Staffing levels at the school are good and the majority of classes are comparatively small. The benefits of in service training can be seen in aspects of the learning and teaching. The teachers' professional development is closely related to the priorities identified in the School Development Plan.
- 144 Effective and efficient use is made of all the human resources. The learning assistants work very effectively in classes to promote the progress of the pupils in their care and the administrative officer makes a key contribution to the smooth running of the school.
- 145 The resources are of good quality and they are conveniently located for pupils' use. They ensure that pupils receive full access to all National Curriculum subjects.
- 146 There are effective arrangements for ensuring planning, preparation and assessment time for teachers. This has led to improvements in the overall educational provision and to making more efficient use of teachers' expertise.

- 147 There is adequate space in the building for fulfilling all the requirements of the National Curriculum. However, a lack of suitable storage areas creates difficulties for teachers and pupils. The general condition of the building is good and it is used effectively.
- 148 The school is aware of any adaptations it would need to make to provide disabled access.
- 149 The school's resources and the decisions made about them correlate to the school's priorities. The headteacher and governors carefully plan the use of school funds and they review their decisions regularly in order to provide value for money.

## **Standards achieved in subjects and areas of learning**

### **Under-fives**

#### **Language, literacy and communication skills**

##### **Nursery and Reception - Grade 2: Good features and no important shortcomings**

###### **Good features**

- 150 The nursery children listen to stories and recall a good range of songs and rhymes, pronouncing them clearly and singing them with enjoyment. They exhibit growing confidence in conversation. They use a variety of words and some familiar sentences to convey their requirements. They recognise a good number of letters and are able to hold books correctly. They write by placing marks on paper for a number of different purposes.
- 151 The reception children ask questions and listen to adults and to each other well. They engage in role-play with great confidence, using a range of appropriate vocabulary when conversing with each other and going under the skin of the characters. They follow the stories read to them with real interest and make observations that show genuine understanding. They have a sound awareness of the features of a book. Their writing skills are developing well, and the most able children seek to create independent sentences.

###### **Shortcomings**

- 152 Although there are no important shortcomings, the nursery children do not always possess a large enough vocabulary to be able to express themselves.

#### **Personal and social development**

##### **Nursery and Reception - Grade 2: Good features and no important shortcomings**

###### **Good features**

153 The nursery children have settled in well. They form good relationships with other children and with adults and they are happy to share resources, to wait their turn when required and to tidy up at the end of a session. They respond positively to the wide range of new cultural experiences provided for them. They have a basic knowledge of healthy eating and the majority are able to dress and undress independently.

154 The reception children are avid learners. They respond quickly and with ease to instructions and concentrate confidently and happily on their tasks for increasing periods. They show sensitivity towards others when playing together and are able to discuss feelings sensibly in their circle time activities. The majority show a high degree of self-control, both when working independently and when engaged in experimental tasks in groups.

### **Shortcomings**

155 There are no important shortcomings.

### **Mathematical development**

**Nursery - Grade 2: Good features and no important shortcomings**

**Reception - Grade 1: Good with outstanding features**

### **Outstanding features**

156 A considerable number of reception children have an outstanding understanding of number. They are particularly competent in counting aloud in various steps, recognising number patterns and handling odd and even numbers. They can create their own sums using one or two dice and a calculator, and they understand the concept of written addition and subtraction.

### **Good features**

157 The nursery children play number games, classify, name shapes and count confidently. They can sort, arrange, compare and count familiar objects with growing accuracy. They understand concepts such as 'large' and 'small' and they begin to understand that money is needed to pay for goods in the shop.

158 The reception children have a good understanding of the features of two-dimension and three-dimension shapes. They recognise shapes according to their mathematical names and can describe their main characteristics. They learn effectively how to match, count, arrange and handle sets and they can deal with ordinals up to eight. They understand and discuss concepts such as 'less' and 'more' with ease, and they come to understand the function and value of money effectively.

### **Shortcomings**

159 There are no important shortcomings.

### **Knowledge and understanding of the world**

## **Nursery and Reception - Grade 2: Good features and no important shortcomings**

### **Good features**

- 160 The nursery children notice the changes in the weather and they begin to develop an awareness of time. They are aware of the changes that occur as a result of the seasons. They discuss their homes and the types of houses they have and they talk enthusiastically about people who help in society. Through practical experiences, they have become well informed about plant growth and when cooking, they realise that some materials change by mixing and cooking them.
- 161 Through various stimulating experiences, the reception children come to know about a number of celebrations, such as 'Y Fari Lwyd', Santes Dwynwen, and the Chinese New Year and about the work of the fireman and about different types of travel. The discussions and the sharing of experiences that follows from these activities make a considerable contribution to the children's thorough and entertaining knowledge.
- 162 The reception children know the names of different parts of the flower and they understand the need to plant seeds so that flowers can grow; all the children are given practical opportunities to do so. They use computers confidently.

### **Shortcomings**

- 163 There are no important shortcomings.

## **Physical development**

### **Nursery and Reception - Grade 2: Good features and no important shortcomings**

#### **Good features**

- 164 The nursery children make adept use of their fine motor skills when handling appropriate equipment. When they play with the large toys, they show good control of their broad physical skills, such as climbing, pedalling, steering, pushing and pulling. In their outdoor physical activities, they are able to follow instructions and move confidently and with increasing control. They make sensible use of space.
- 165 The reception children exhibit good control skills when using pencils, paint brushes, pasting equipment, scissors and building equipment. As they play games with the parachute they exhibit a good awareness of safety and they increasingly develop their ability to catch and throw, and to travel in different ways.

#### **Shortcomings**

- 166 There are no important shortcomings.

## **Creative development**

## **Nursery and Reception - Grade 2: Good features and no important shortcomings**

### **Good features**

- 167 The nursery children work confidently and they make choices with various media to create models, paintings and attractive print works. They enjoy the regular opportunities they receive to engage in role-play. They perform songs and nursery rhymes with liveliness and they play percussion instruments with enthusiasm.
- 168 The reception children learn numerous nursery rhymes and songs from memory and sing them tunefully, phrasing clearly. They follow a graphic score with percussion instruments, differentiating effectively between strong and soft, and they keep the beat well. The children exhibit a real sense of imagination during their role-play. They work confidently with paint and other media, making interesting choices for themselves when emulating the work of a famous artist.

### **Shortcomings**

- 169 There are no important shortcomings.

<b>Welsh</b>
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## **Key Stage 1 - Grade 2: Good features and no important shortcomings**

## **Key Stage 2 - Grade 2: Good features and no important shortcomings**

### **Good features**

- 170 Pupils in both key stages converse freely about their work and experiences. Their ability to listen and to follow instructions is good and a good number of them make extended responses in class and group situations. They make effective use of words and phrases they have learnt, including subject specific vocabulary.
- 171 In key stage 2, the pupils develop their ability to discuss their tasks with great success. In the main, this practice refines their subsequent written work.
- 172 The reading standards of pupils in key stage 1 are good. The pupils use a range of methods to cope with unfamiliar words, and by Year 2 a significant number of them are fluent readers who are able to read aloud with sensible expression. They discuss the contents of their books effectively.
- 173 The majority of pupils in key stage 2 read meaningfully and with good intonation. When reading fiction, they are able to elaborate on what appeals to them and can express opinions on the events described. They show a good appreciation of the literature introduced to them and they read aloud with clarity and confidence. They are competent users of reference books and dictionaries.
- 174 In key stage 1, a considerable number of pupils achieve good standards in their written work. In their stories and descriptive pieces, they show good progress in

their use of different syntax, linkwords and adjectives and they make regular use of basic punctuation in their work.

- 175 Pupils in key stage 2 write in a wide range of various methods for different audiences. They punctuate appropriately and their awareness of paragraphing is developing well. In general, they effectively transfer their grammatical exercises to their creative writing tasks. A good number produce interesting and lively work, particularly so in Year 6.

### **Shortcomings**

- 176 At times, the pupils do not sufficiently improve their own work and the reading of a small number across the age range is laborious.

## **Mathematics**

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

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

### **Good features**

- 177 Pupils in key stage 1 read, write and arrange numbers with appropriate accuracy. They describe and extend simple number sequences and count forwards and backwards in different amounts. By Year 2, they show an increasing awareness of addition, subtraction, multiplication and division processes and they can recall key facts quickly and correctly. The pupils have a sound understanding of money and they use simple fractions such as halves and quarters.
- 178 Pupils in key stage 1 have a good understanding of measures. They use standard units with appropriate accuracy to estimate, measure and compare lengths, mass and capacity, and by Year 2 they are able to suggest the most suitable units and equipment to make such measurements.
- 179 Pupils in key stage 1 recognise two and three-dimensional shapes according to their mathematical names and they describe their features in detail.
- 180 In key stage 2, the pupils use a wide range of strategies for solving problems and they present their findings in a clear and orderly manner. They have a sound understanding of the place value of numbers and can recall multiplication and division facts quickly. They use the four rules assuredly and they work accurately on paper and in mental calculations. They handle decimals confidently and have a sound understanding of fractions and percentages.
- 181 Pupils in key stage 2 make effective use of diagrams, graphs and mathematical notation to clearly convey their findings and ideas to others.
- 182 Pupils in key stage 2 are able to measure and name angles correctly and can identify co-ordinates in two-dimensional shapes. They work accurately when measuring objects of various sizes and show a sound understanding of scales.

They select the most appropriate equipment and unit for discovering the length, perimeter, area and mass of objects.

### **Shortcomings**

183 There are no important shortcomings.

<b>Science</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

### **Good features**

- 184 Pupils in key stage 1 respond confidently to suggestions on how to conduct investigations. They offer their own ideas and make simple predictions of the expected results. They have a good understanding of the requirements of fair testing and conduct a good variety of investigations and experiments making detailed observations and measurements. They use a good range of tables and block graphs to record their observations.
- 185 The scientific knowledge and understanding of key stage 1 pupils is good. They compare the characteristics of different materials in detail, using the appropriate scientific vocabulary to describe them. They have a sound knowledge of aspects of the growth and development of animals and people and can describe the growing conditions of green plants. They know about the forces of pushing and pulling and about how to create an elementary electrical circuit.
- 186 Pupils in key stage 2 collect information from a range of sources and they present their work in various ways. They make appropriate use of the relevant scientific vocabulary.
- 187 Pupils in key stage 2 design their investigations in an orderly manner. They offer their own ideas and agree the steps to be followed. They have a good understanding of the requirements of fair testing and of the need for accurate measurements. They present their findings effectively using appropriate text, diagrams, tables and graphs. They offer sensible findings and explanations on the basis of their results.
- 188 Pupils in key stage 2 use scientific terms correctly to name some of the main body organs and to describe their functions. They describe the main stages in the life cycles of plants and human beings in appropriate detail and can group living things in a systematic manner.
- 189 Pupils in key stage 2 can confidently differentiate between the characteristics of different materials and can classify them into solids, liquids and gases. They describe in detail how to use the various processes to change materials. They have a good knowledge of electricity, forces and motion.

### **Shortcomings**

190 There are no important shortcomings, but rarely do pupils in key stage 2 select newtons to measure the effects of forces.

## Geography

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

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

### Good features

- 191 Key stage 1 pupils have good investigative skills. They ask and respond to geographical questions confidently and produce simple plans and maps, using appropriate symbols and keys. They make good use of simple co-ordinates to identify locations on a plan and use terms such as close, far and very far when comparing distance. They compare human and physical features in photographs and collect and present information in simple data format.
- 192 Pupils in key stage 1 are well informed about their local area. They can locate Cowbridge on a map of Wales and describe the features that give the area character. They use their knowledge well when comparing the geographical features of their own area with those of others. They express their views about the local park, showing a good awareness of how people impact upon the environment.
- 193 Pupils in key stage 2 work well with maps on various scales, including ordnance maps. They have an appropriate understanding of six figure references and use map keys and symbols confidently. They make extensive use of atlases and recognise continents and oceans on a map of the world.
- 194 Pupils in key stage 2 compare their own area with other areas effectively, identifying what is similar and different in both areas. They have a detailed knowledge of an economically developing country.
- 195 Pupils in Year 5 and Year 6 discuss issues relating to global citizenship in a very intelligent and mature fashion and they display a good awareness of sustainable development.

### Shortcomings

- 196 There are no important shortcomings.

## Art

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

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

### Good features

- 197 In both key stages, pupils make effective use of different techniques, They mix paint effectively and use a range of different materials in a number of interesting

ways. They discuss their own work and that of famous artists, making confident use of art terminology.

- 198 The pupils' understanding of concepts such as texture, line, tone and pattern is good. Key stage 2 pupils have produced highly imaginative work such as headgear and decorated chairs, and interesting shapes were woven and imaginative collages produced in key stage 1.
- 199 In the majority of classes, the pupils make their own decisions about medium, materials and which aspect of a picture they wish to emulate. As a result, variety and imagination is to be seen in their work.
- 200 Pupils across the age range are highly proficient in emulating the work of famous artists. In key stage 1, the pupils discuss the work of an artist from Wales before conducting detailed observations of photographs of buildings. The younger pupils in key stage 2 have produced impressive pictures that convey the atmosphere and posture of characters in the style of a contemporary artist.
- 201 By Year 6, pupils exhibit considerable development in several aspects of their artwork, including the use of detailed printing techniques and sketches of facial expressions.

### **Shortcomings**

- 202 There are no important shortcomings.

### **School's response to the inspection**

We at Ysgol Iolo Morganwg are proud to receive this fair, positive and constructive report.

We were very pleased to receive highly positive results that reflect the considerable improvement in standards at the school in response to the recommendations in the 2001 Report. It was a pleasure also to note the inspectors' view that 96% of the standards in lessons were Grade 1 or 2, compared to the Welsh Assembly Government target of 65% for 2007, and that "...there had been a considerable increase in the percentage of good teaching ..."

We consider the inspection to be part of a developing process which facilitated a professional and productive dialogue. We took advantage of the opportunity to highlight all the school's strengths. It was felt that the role of the nominee was a particularly valuable feature of the process.

The inspection acknowledged numerous positive elements. It emphasised the pupils' success in developing their bilingual competence. Reference was also made to the high standards of pupils' behaviour and to their courteous and considerate demeanour. The report acknowledges the high standard of teaching, and this is fully justified in view of our teachers' commitment and skills. It was pleasing to note that

“... the good working relationship... between teachers and pupils nurtures effective learning.” , and that “... the teachers know the pupils well and are aware of their personal and educational needs.” It was particularly pleasing to note that the strong sense of teamworking amongst staff is “...a very obvious feature of the life and work of the school.” The report confirms that we have achieved our aim of providing a safe and happy place in which our pupils can develop independently and confidently.

There is a clear focus on standards and attainment. The report acknowledges the high standards seen throughout the school, an achievement in which we take great pride. There are a considerable number of aspects where we have achieved good standards. We are confident that we can work on the recommendations to develop and extend further in order to achieve even higher standards.

At Ysgol Iolo Morganwg, there is a genuine feeling of pride in all that we do. The inspection has given the school the opportunity to take a detailed look at all aspects of its life and work, and to note all the school’s achievements to date. The inspection has reinforced our strengths and has clearly identified the areas where further development is possible.

The staff acknowledge the inspectors’ courtesy and professionalism in their involvement with the school. The discussions between staff and the team were an opportunity to receive constructive feedback for which we are truly grateful.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Iolo Morganwg
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Broadway Cowbridge Vale of Glamorgan
Post-code	CF71 7ER
Telephone number	01446 772358
Headteacher	Mr A W Jones
Date of appointment	1992
Chair of governors/ Appropriate authority	Aled Huw
Reporting inspector	Wil Williams
Dates of inspection	23 – 25 April 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12.5	23	18	22	18	18	16	15	142.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.6:1
Pupil: adult (fte) ratio in nursery classes	12.5:1
Average class size, excluding nursery and special classes	18.6
Teacher (fte): class ratio	1.17:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	89.1	94.25	93.66
Autumn 2006	84.7	94.1	96.23
Spring 2007	86.2	93.9	96

Percentage of pupils entitled to free school meals	3.8%
Number of pupils excluded during 12 months prior to inspection	none

## Appendix 3

National Curriculum Assessment KS 1 Results 2006			Number of pupils in Y2: 18				
			D	W	1	2	3
Welsh	Teacher Assessment	School			6	39	56
		National		2	8	64	26
Welsh: Oracy	Teacher Assessment	School			6	39	56
		National		1	10	64	25
Welsh: Reading	Teacher Assessment	School			6	39	56
		National		2	15	60	22
Welsh: Writing	Teacher Assessment	School			11	44	44
		National		2	18	66	13
Mathematics	Teacher Assessment	School				44	56
		National		2	10	63	24
Science	Teacher Assessment	School				44	56
		National		2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	94.4%	In Wales	80.9%
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National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6: 18								
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School							11	56	33
		National			1		1	4	15	47	32
Welsh	Teacher assessment	School							6	61	33
		National	1				1	4	17	50	26
Mathematics	Teacher assessment	School							11	50	39
		National			1		1	3	15	47	32
Science	Teacher assessment	School							11	44	44
		National			1			2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment

In the school	88.9%	In Wales	74.3%
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- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

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

These inspectors visited:

- twenty eight lessons or part lessons;
- all classes;
- acts of collective worship.

Members of the inspection team had meetings with:

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

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; science; geography.
Lisa J Davies	Team	Key questions 2; 3 and 4.	Under fives; Welsh; art
Marian Donovan	Lay	Contributions to key questions 1; 3; 4 and 7	

**School's Nominee:** Mrs N Tough

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

### Acknowledgement

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