



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Ysgol Gymraeg Morswyn

**Holyhead
Anglesey
LL65 2TH**

Date of inspection: October 2023

by

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

This report is also available in Welsh

About Ysgol Gymraeg Morswyn

Name of provider	Ysgol Gymraeg Morswyn
Local authority	Isle of Anglesey County Council
Language of the provider	Welsh
Type of school	Primary
Religious character	
Number of pupils on roll	186
Pupils of statutory school age	132
Number in nursery classes (if applicable)	26
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.0%)</i>	11.8%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 16.1%)</i>	15.2%
Percentage of statutory school age pupils who speak Welsh at home	45.7%
Percentage of statutory school age pupils with English as an additional language	0.0%
Date of headteacher appointment	01/04/2013
Date of previous Estyn inspection (if applicable)	01/04/2015
Start date of inspection	02/10/2023

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Ysgol Gymraeg Morswyn is a happy, caring and inclusive community that places a high priority on pupils' well-being. Pupils, staff and parents take pride in their school and feel strongly that it is a privilege to be part of the close-knit learning community. Staff work together effectively to foster highly positive relationships to identify the needs of all individuals. Pupils take pride in their ability to discuss any concerns in a safe environment. This contributes beneficially to the strong progress of most pupils.

Teachers listen carefully to the ideas and suggestions of pupils and this ensures that opportunities and experiences are valuable for pupils. A broad and interesting curriculum is provided for pupils, which considers their views sensibly about what they would like to learn in relation to their themes. This gives them ownership of their work and encourages them to give of their best. However, provision does not always support pupils to make increasingly independent choices about their learning.

Pupils' behaviour and positive attitudes to learning are a notable aspect. They are caring towards their peers, respectful towards adults and polite towards visitors. Most listen carefully to instructions and apply themselves enthusiastically to their learning. However, they have a tendency to turn to communicating in English during lessons and play times.

Pupils are given regular opportunities to nurture their creative and expressive talents by taking part in sports activities, concerts and eisteddfodau regularly. Although the school develops most pupils' literacy, mathematics and digital skills well, provision to support pupils to apply their numeracy skills has not been developed sufficiently.

The headteacher has created a clear vision for the education and well-being of learners and shared it effectively with the school community. He ensures that the school provides an inclusive and caring environment for all. There is a strong team ethos across the school, where pupils and staff feel that they are supported and valued. Leaders identify many of the school's strengths and areas for improvement. However, self-evaluation and planning for improvement arrangements are not always incisive enough to support staff to prioritise and act on the areas for improvement.

Recommendations

- R1 Sharpen self-evaluation processes and monitor and evaluate the effect of teaching on learning
- R2 Support pupils to speak Welsh regularly in the classroom and around the school
- R3 Provide regular opportunities for pupils to apply their numeracy skills across the curriculum

R4 Ensure regular opportunities for pupils to make decisions about their learning independently

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Learning

On entry to the school, a majority of pupils have oral Welsh skills and social skills that are lower than expected for their stage of development and their age. From these starting points, most pupils develop their knowledge, understanding and skills successfully. Most pupils, including those with additional learning needs (ALN) and those who are eligible for free school meals, make strong progress during their time at the school.

Most pupils across the school communicate well in both languages. They listen attentively to each other's contributions and the instructions of staff. Most of the youngest pupils use relevant vocabulary and language patterns correctly. By Year 2, many pupils talk enthusiastically about their work, for example by using imaginative adjectives when describing the appearance of Bila'r Bwgan Brain. At the top of the school, many discuss their work confidently, for example when comparing the population of Holyhead over the last decade. However, most pupils have a tendency to turn to English when communicating with each other in formal and less formal situations.

Many pupils make sound progress in their reading skills as they move through the school. The youngest pupils use phonic methods consistently and develop early reading skills appropriately. They recognise the form and sound of letters with increasing confidence. By Year 2, a majority read confidently when reading a good range of books and have a sound understanding of the context of different texts. At the top of the school, a majority of pupils read meaningfully and strive to vary their tone of voice suitably to create atmosphere. Many are able to name and discuss texts by different authors and express an opinion about their writing style appropriately.

Most pupils' writing skills develop appropriately. Many of the youngest pupils begin to practise their early writing skills successfully by experimenting and beginning to make simple marks with chalk and paint to form letters and simple words. By Year 2, most write with increasing accuracy, spell familiar words and begin to punctuate appropriately. Most of the oldest pupils write across a wider range of genres. They

select appropriate words to create effect, for example when writing a portrayal of Samuel Jonathan Griffith (Morswyn), by choosing suitable adjectives and similes.

Most pupils' mathematics skills are sound. In the reception class, many deepen their understanding of place value effectively and count forwards and backwards to 10 confidently. Following their trip to the sea life centre, most Year 2 pupils handle data more confidently, for example by creating a block graph to show their favourite animals. By Year 6, they write and handle numbers with up to four digits successfully and use a number of mental methods confidently when multiplying and dividing whole numbers and decimals. Most pupils use their mathematics skills confidently to reason, collect, record and analyse data. For example, they gather facts, analyse and record correctly when comparing the population of continents across the world. However, pupils do not develop and apply their numeracy skills in a rich range of activities effectively enough.

Most pupils' digital skills develop successfully. From an early age, they apply their skills well, for example by controlling a programmable device or by creating graphs to show which pancake fillings are most popular. Pupils at the top of the school develop their digital skills skilfully through valuable opportunities, for example when using an audio program to include a beat to create a rap.

The creative skills of most pupils across the school are developing well. Pupils are given appropriate opportunities to experiment with a variety of media and emulate the techniques of Welsh artists to create impressive pictures. Older pupils enjoy taking part in performing in various musical activities, for example when singing in the choir and enjoying taking part in musical instrument lessons.

Most pupils have robust attitudes to developing their physical skills. This supports them to take part in a variety of exercises to improve their fitness. From an early age, they develop fine motor skills, for example by using a roller to handle dough and cut shapes. Older pupils enjoy competing in sports tournaments as well as taking part in many sports activities such as netball, football and swimming successfully.

Well-being and attitudes to learning

Nearly all pupils feel happy and safe at school. Most pupils enjoy learning in a homely environment and listen respectfully when taking part in learning activities and during mass assemblies. Many enjoy working together in pairs and groups and share ideas maturely while taking turns.

Pupils feel that all staff take care of them particularly well and that they are given valuable opportunities to take part in a wide range of rich and interesting activities. For example, they are proud that they contribute regularly to the Urdd's activities and have made beneficial links with a school in Ireland.

Across the school, most pupils listen attentively to presentations and instructions and concentrate intently for extended periods. Across the school, all pupils have positive attitudes to learning and apply themselves enthusiastically to their tasks when problem-solving and dealing with challenges. Most pupils persevere and show empathy towards others naturally. They value and respect the contributions and care

shown to others. A prominent feature of the care for others is the gentle way in which pupils across the school care for the guinea pigs. This nurtures the emotional well-being of most pupils as they develop their ideas and emotions through different approaches.

Nearly all pupils behave extremely well and consider each other's feelings respectfully. They treat adults and each other with courtesy and greet visitors amiably, showing pride in their school and their work. Nearly all pupils are happy and enjoy attending school. They feel safe and confident that staff will deal quickly with any problems, should they arise. The use of the feelings box ensures that pupils can seek support from an adult if they have any concerns. Across the school, they have a sound knowledge of how to stay safe online.

From an early age, most pupils try new and more challenging tasks and respond positively to feedback on how to improve their work. As a result, they show consistent motivation and interest in their work. Across the school, most contribute purposefully to what they would like to learn within their termly themes. This strengthens their enjoyment and their commitment to learning effectively.

Most pupils have a good understanding of the importance of eating and drinking healthily. For example, Year 5 and 6 pupils explain how they grow fruit and vegetables in the school garden and this encourages them to eat healthily. Pupils participate enthusiastically in a variety of physical activities both inside and outside the school, which has a positive effect on their well-being and fitness.

There are valuable opportunities for most pupils to develop their leadership skills on various committees and to participate fully in the school's life and work. This builds their confidence and resilience to influence whole-school decisions. For example, members of the eco committee encourage pupils across the school to collect produce for local food banks and for patients at Ysbyty Penrhos.

Teaching and learning experiences

All members of staff have a highly positive working relationship with pupils, which fosters a positive and supportive environment for learning. The respect between pupils and adults is an excellent feature of the school's work. Staff work together as effective members of a team and provide a wide range of activities that support pupils to make progress in their skills.

Teachers provide a broad and balanced curriculum. They include pupils' ideas purposefully by providing stimulating learning activities and experiences within specific themes. The curriculum incorporates the local community effectively and includes exciting learning activities that reflect the cultural tone of the area. This fosters the pupils' appreciation and understanding of belonging to Holyhead and Anglesey successfully. For example, activities about the school community form the basis for whole-school themes and deepen pupils' knowledge of local history and heritage effectively.

Across the school, staff provide learning opportunities and experiences that promote the vision of the Curriculum for Wales successfully. Teachers experiment when

planning learning activities that support pupils to learn about Wales and the wider world. For example, staff forge appropriate links with a school in Ireland, which deepens pupils' knowledge and understanding of the similar and different cultures and heritage of both countries.

Teachers extend the curriculum provision through stimulating educational visits to enrich and reinforce learning. Poets, artists and composers also visit the school to work with pupils on various creative projects. This supports pupils to succeed and nurture their creative talents successfully.

Staff create an appropriate and stimulating learning environment. Quiet areas have been developed to provide an opportunity for pupils to work purposefully in a comfortable environment or to spend time to calm down and reflect before learning. This, in turn, has a positive effect on pupils' skills and attitudes to learning and encourages them to do their best without fear of failure. The consistent approaches to teaching and learning are beginning to bear fruit and make a beneficial contribution towards developing pupils' curiosity and enjoyment of learning.

On the whole, teachers plan beneficial opportunities for pupils to develop their skills in interesting activities. Staff use Welsh vocabulary and language patterns effectively to enrich pupils' language, which is beginning to support them in gaining the confidence to speak it during learning and play. On the whole, staff do not provide purposeful and regular enough opportunities to encourage and support pupils to communicate increasingly naturally in Welsh. Teachers plan a valuable range of experiences for pupils to apply their literacy and digital skills across the curriculum. However, teachers do not provide enough opportunities for pupils to apply their numeracy skills in a rich range of learning experiences.

Teachers provide suitable opportunities for pupils to develop independent learning skills on specific tasks. However, teachers have a tendency to over-direct learning and provide worksheets for pupils to complete in learning activities. This, in turn, limits opportunities for pupils to make increasingly independent choices about their learning.

Across the school, teachers provide valuable feedback to support pupils to know what they need to do to improve their work. They question pupils thoroughly and extend their understanding soundly in activities both in the classroom and the outdoor area. Teachers give pupils time to think before responding and provide opportunities for them to discuss their work with partners. On the whole, teachers use progress-tracking arrangements effectively when planning the next steps in pupils' learning.

Care, support and guidance

The school is a homely and inclusive community that promotes the well-being of pupils and staff very well. The supportive and friendly working relationship between staff and pupils is a notable aspect. This is reflected in the respectful and polite behaviour of pupils and the positive attitudes of most towards their learning. Teachers and support staff ensure that pupils with educational or emotional needs

receive good support. This ensures that most pupils engage well with their learning and enjoy the school's life and work.

The school has effective procedures to track and monitor the progress and well-being of pupils with ALN. Staff identify pupils' needs at an early stage and provide them with appropriate and effective support. The school develops a strong relationship with the parents of pupils with ALN and includes them in the process of reviewing their children's progress to identify and set further achievement targets for them. Under the purposeful guidance of the ALN co-ordinators, pupils are supported successfully by providing a range of appropriate support programmes to assist pupils' well-being and develop their skills.

Teachers plan interesting themes and beneficial educational visits that provide valuable opportunities for pupils to develop their skills. For example, following a visit to Holyhead, pupils created models of local landmarks successfully with natural materials. Through these opportunities, pupils engage and maintain pupils' interest successfully and reinforce their understanding of Welsh identity, heritage and culture well. Staff also organise a range of beneficial trips and visits to enrich the curriculum. For example, as the school is part of the Holy Island Landscape Partnership with schools in the area, teachers provide purposeful opportunities for pupils to develop their understanding of the importance of being conscientious and moral citizens.

The school promotes pupils' spiritual, moral, social and cultural development appropriately through a range of diverse opportunities. For example, in assemblies, teachers share messages about the importance of caring for the planet. Teachers encourage pupils to recycle as members of the eco council go around the school collecting plastic milk bottles. This deepens pupils' understanding of important local and international morals and values.

Teachers promote healthy relationships appropriately and a clear emphasis is placed on ensuring fairness and equal opportunities for all within the school community. Many activities and learning experiences are based on respect and empathy. This ensures that the school is a caring, friendly and inclusive place. The emphasis on valuing diversity is based on the principle that everyone is equal and is a central element of the school's work. All pupils are given an opportunity to take part in performances and events, as individuals and in groups, for example in the Urdd's performance, cooking and sports competitions. This nurtures their self-confidence and expressive talent successfully. As a result, pupils feel happy, content and safe.

Staff provide regular opportunities for pupils to lead and make important decisions through the work of the committees, which have a positive influence on the school's life and work. For example, the school organises '*Diwrnodau Gwerth Chweil*' days for pupils to share experiences of their own choosing. There is also an opportunity for all pupils to contribute suggestions by posting a message in the 'School Council's Ideas' box. As a result, pupils are proud to have a say in their learning, which contributes consistently to their enjoyment of learning.

The school's procedures for monitoring pupils' punctuality and attendance are robust. Leaders contact parents promptly to discuss any concerns and use appropriate

external agencies effectively, when necessary. In addition, the school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management

The headteacher has established a strong vision that is based on respect, good behaviour and courtesy. Leaders ensure that a caring and inclusive environment permeates the school and all staff take pride in the school motto, '*Ffynnon pob llwyddiant, Ymdrech*'. This has a purposeful effect on pupils' attitudes to learning, their care towards each other and their positive behaviour.

The staff are a strong and effective team who understand their roles and responsibilities well. They have a sound awareness of their contributions to ensuring pupils' well-being and safety. The headteacher's passion for ensuring that valuable experiences form the basis of learning is recognised by pupils, staff, governors and parents. Staff work together effectively to provide exciting experiences for pupils to support their emotional well-being and learning skills.

Provision to meet the national requirements of the curriculum has been adopted confidently and leaders and staff succeed in ensuring that everyone works together purposefully. This contributes effectively to creating a friendly environment, which leads to establishing a strong team ethos and a sense of belonging among the staff.

The school has effective processes to manage staff performance. These processes lead to promoting staff's personal development and meeting the school's priorities and national priorities. The school shares good practice with local schools and this supports the school's ability to improve continuously. Leaders provide valuable opportunities for teachers to compare and share their effective practice with other professional staff. As a result, staff are given productive opportunities, which develop their professional knowledge, teaching and leadership skills effectively. For example, the training received by staff to support pupils' emotional well-being is a strength within the school.

The school has an extremely strong relationship with parents and the wider community. Parents feel that they can talk to any members of staff to discuss their children's well-being and education. Relevant information about the school's activities is shared effectively with parents through a variety of communication methods. Parents are willing to help the school in different ways; for example, 'Mêts Morswyn' are prominent in raising money to strengthen the financial fund.

Leaders have identified aspects of provision to be improved, for example pupils' spoken Welsh skills and the need to plan more opportunities for pupils to apply their numeracy skills. However, they do not always evaluate the quality of provision and standards in sufficient detail. On the whole, the school's arrangements for self-evaluation and planning for improvement are not effective enough to address areas for development. The recent school improvement plan includes a suitable range of priorities, but the actions are not incisive enough and do not focus sufficiently on setting improvement targets. Progress-monitoring reports against the

priorities are also not evaluative enough and do not highlight the next steps clearly enough. As a result, leaders do not have a sound enough understanding of the school's strengths and areas for improvement.

Leaders scrutinise the school's funding carefully, including the pupil development grant. They have allocated funding to increase the hours of assistants to run support programmes and help pupils in the classrooms and in sensory sessions. Pupils who are eligible for grant support show good progress in aspects of well-being and progress in their learning.

Governors undertake their responsibilities very well and show full commitment to the school's life and work. They support the headteacher's philosophy and work diligently to do their best for pupils. Through visits and regular learning walks, they have a comprehensive understanding of the school's strengths and areas for improvement. They receive termly reports from the headteacher, which outline the life and work of the school. As a result, they are beginning to support and challenge leaders appropriately to gain knowledge of the strengths and areas for improvement in teaching and learning. Governors ensure that the school has appropriate arrangements to promote healthy eating and drinking.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales>)

The report was produced in accordance with Section 28 of the Education Act 2005.

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

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