



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

A report on
Ysgol Morfa Nefyn

Morfa Nefyn
Pwllheli
Gwynedd
LL53 6AR

Date of inspection: November 2023

by

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

**This inspection was undertaken as part of pilot inspection arrangements.
As a result, this report may be slightly different in format to other
published reports for providers in the sector.**

This report is also available in Welsh

Evaluation

Ysgol Morfa Nefyn is a happy community that provides education and care of a high standard for its pupils. Staff provide a curriculum that supports pupils to make sound progress in their skills. Staff work closely with parents and members of the community to develop pupils' awareness and appreciation of the history and traditions of its *cynefin*, or local area, on the Llŷn Peninsula.

The headteacher sets a clear strategic direction for the school. Her vision is based passionately on ensuring a stimulating and inclusive education for pupils. She works closely with a hardworking team of staff and the governing body to ensure rich and extensive learning experiences for pupils. The school motto, '*Dringa i fyny, Dringa i'r sêr*' ('Climb up, Climb to the stars'), encapsulates this vision of aiming for excellence.

Pupils are extremely friendly and patient with their friends and other pupils during activities and during break and lunchtimes. The clear rules help them to understand the importance of being kind to others and support their excellent behaviour. Pupils are willing to discuss any concerns and state that they feel safe at school. They feel that they are respected and treated fairly. Staff foster an open and supportive ethos and maintain an effective culture of safeguarding. Pupils' attendance is consistently strong over time.

Staff have a close and supportive relationship with parents, which supports pupils to enjoy their learning through stimulating activities, for example by encouraging pupils to collect blackberries with their parents to make crumble at school the following week. Information is shared regularly with parents about their children's achievement and progress and there are effective procedures to ensure a happy transition at the end of Year 3.

The school has thorough arrangements to support pupils with additional learning needs. Staff work closely with external agencies to provide specialist support for pupils. Teachers identify pupils' progress well and plan carefully to ensure that there are high expectations for them all.

Teachers plan systematically to ensure progress in the development of pupils' skills. All staff work together proactively to maintain the excitement of learning and maintain pupils' interest successfully. Literacy, numeracy and digital activities build pupils' skills very effectively. As a result, they make excellent progress in their skills over time.

As part of their self-evaluation work, leaders have identified developing the oral skills of groups of pupils who speak Welsh as their second or third language as a current priority. When responding to the school's development objectives, priority is given to staff professional learning. For example, they visit the local Welsh language centre to discuss effective immersion methods with specialist staff. As a result, valuable opportunities are provided for this group of pupils to be immersed skilfully in the Welsh language, giving them the confidence to communicate with increasing confidence. Leaders undertake regular and thorough evaluation activities with members of the governing body, who play a full role in scrutinising provision.

Members evaluate the areas for improvement and the school's progress perceptively and are willing to challenge and support purposefully.

Most pupils are confident and natural Welsh speakers and the area's dialect can be heard naturally as they converse. Staff enrich pupils' vocabulary successfully through a range of stimulating activities, including inviting visitors to share their experience in creative writing. Extremely rich opportunities are provided for pupils to develop their oral skills through drama activities, which encourage their imagination and creativity.

Cameo: Using drama to promote and develop the oral skills and creative thinking skills of pupils in the nursery, reception and Year 1

Teachers use drama methods purposefully to develop and expand vocabulary in activities that promote pupils' imagination skilfully. This is an integral part of provision, which challenges pupils to develop and improve their oral skills.

The teacher and pupils wear black hats like the character Rala Rwdins to travel to Gwlad y Rwla. Staff ask questions and encourage pupils to think about what they can 'see' around them. Pupils explain that they have found different objects, for example leaves that have been painted pink by Strempan or a butterfly that is eating a worm for lunch. They respond particularly maturely and maintain their imagination while persevering for extended periods. Teachers also support pupils to extend their answers with rich vocabulary and language patterns by asking questions such as:

Teacher: Beth ydi o? (What is it?)

Pupil: Gwenyn (A bee)

Teacher: Pa fath o wenyn? (What kind of bee?)

Pupil: Gwenyn mawr, pigog, peryglus (A big, stinging, dangerous bee)

These sessions have a positive influence on pupils' confidence to express themselves and contribute to discussions. It also develops their language skills successfully as they apply the language independently in reading and writing activities. Through a series of purposeful activities, pupils develop their language skills progressively over time.

Teachers make excellent use of various teaching methods. For example, they focus on ensuring that pupils pronounce correctly to support them in recognising sounds with the associated letters, Pupils soon develop as skilled readers as they are immersed in rich language which is presented by staff continuously. Pupils write creatively with exceptional accuracy by the end of Year 1. In Years 2 and 3, pupils discuss the content of books maturely when talking about the plot and characters. They develop as confident writers and include adjectives and similes to enrich their work.

Teachers plan activities skilfully to develop pupils' mathematics and digital skills. They focus in detail on developing pupils' understanding of number concepts and challenge them to apply their skills purposefully in challenging activities. The youngest pupils develop fine and gross motor skills successfully, for example by using small tongs carefully and controlling bicycles skilfully in the outdoor area. In digital activities, pupils use a range of software confidently, for example when adding

graphics and sound to their presentation to enrich the viewer's experience. They record their work skilfully to share it with their parents through secure digital methods.

Pupils enjoy an appropriate range of creative activities. Opportunities are provided for them to develop their skills by creating a variety of drawings and paintings. Extending provision to improve pupils' creative skills is an area that has been identified as a priority for improvement.

Pupils contribute their ideas about what they would like to learn at the beginning of thematic work and know that teachers will consider their suggestions. These opportunities ensure that pupils see the curriculum as being relevant to them. Staff provide pupils with constructive feedback which supports them to know how to further develop their ideas.

From an early age, pupils select activities at different levels of challenge and explain maturely why they have chosen a particular activity to support their learning. During these activities, they demonstrate excellent independence and persevere for extended periods.

Cameo: Developing independent learning skills by building bridges

Pupils in Years 2 and 3 choose an activity that challenges them to build on their previous knowledge of bridges. They read the instructions for the task, which encourages them to design and build a particular type of bridge (a girder bridge, an arch bridge or a suspension bridge) by using recycled materials. They test the strength of the bridge to try to discover which type of bridge is the strongest.

Pupils discuss the requirements of the task skilfully and decide that creating a plan to identify what resources they need would be beneficial. They work together maturely to discuss and adapt their plans while experimenting and evaluating their findings. They develop their thinking skills effectively by discussing the best method to fulfil the requirements of the task. They use equipment such as a saw to create a solid wooden base for their bridge. Pupils work together skilfully when measuring the different parts of the bridge and use standard units accurately.

Pupils develop strong independent learning skills from an early age. They use and apply their literacy and numeracy skills confidently while working together on challenging activities. This supports them to make very good progress in their skills.

Statutory compliance

Safeguarding arrangements

The school's arrangements for safeguarding pupils are not a cause for concern.

Healthy eating and drinking

The school has appropriate arrangements to promote healthy eating and drinking.

School funding

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

Health and safety issues (site safety)

The school's arrangements for site safety are not a cause for concern.

Recommendations and next steps

We have made 1 recommendation to help the school to continue to improve:

- R1 Provide more opportunities for pupils to develop their creative skills in art activities

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

Additional information

Teaching and learning

- Ysgol Morfa Nefyn is a happy community that provides education and care of a high standard for its pupils.
- The school's curriculum is based firmly on the pupils' local area. Staff work closely with parents and members of the community to develop pupils' awareness of their *cynefin*. The curriculum develops pupils' awareness of the history and geography of the area and the importance of organisations such as the lifeboat institution when discussing safety at sea.
- Teachers and support staff have a very thorough knowledge of the pupils in their care. They plan carefully and highly effectively to develop pupils' skills.
- Most pupils make very good progress in their skills, including pupils who are eligible for free school meals and those who have been identified as having additional learning needs.
- During their lessons, nearly all pupils recall their previous learning successfully. They work together maturely from an early age and are respectful towards each other and adults.
- Teachers plan a range of activities to encourage the development of pupils' skills. They work successfully with support staff to maintain the excitement of learning. Literacy, numeracy and digital activities build pupils' skills very successfully.
- Staff provide very effective opportunities for pupils to develop their oral skills through drama sessions. This work has a real impact on pupils' confidence to express themselves and develops their creativity very successfully.
- Teachers and assistants make excellent use of various teaching methods to support pupils to pronounce correctly and ensure that they recognise associated sounds and letters at nursery and reception age.
- Teachers discuss stories with pupils and consider the different characters to consider how the story develops. Pupils recognise and build words and phrases successfully from an early age and benefit greatly from purposeful resources in the areas of provision.
- Pupils quickly become skilled readers as they are immersed in rich language that is fed to them continuously by the staff. They write creatively with exceptional accuracy by the end of Year 1.
- In Years 2 and 3, this beneficial work continues and pupils read with highly effective expression. They discuss their books maturely. They develop into confident and mature writers who express themselves successfully in various genres. They include adjectives and similes to enrich their work. There are effective opportunities for Year 3 pupils to develop their English reading and writing soundly.
- Similarly, teachers plan skilfully to develop pupils' mathematics and digital skills. They focus on developing pupils' understanding, for example by coming to understand the relationship between multiplication and division and recognising

how developing an awareness of this relationship facilitates several elements of their numeracy work.

- Teachers provide challenging opportunities for pupils to develop their digital skills in various contexts. They use a range of software confidently and use graphics and sound to enrich the viewer's experience, for example by recording their voices speaking quietly to create effect and tension.
- Teachers plan valuable opportunities for pupils to apply their skills in different contexts across the curriculum. There are opportunities to learn mapping skills in the context of the local area, learn about the history of the area and use a range of photographic evidence to identify how it has changed over the years.
- Teachers use the outdoor areas very effectively to provide opportunities for pupils to apply their skills. For example, they measure how far pupils can throw different objects by using centimetres and metres in Years 2 and 3.
- Across the school, pupils select independent activities with the challenge that is most suitable for them and explain why they have chosen that challenge for their task. During these activities, they develop their independent learning skills well and persevere excellently for extended periods.
- Pupils are given beneficial opportunities to contribute their ideas about what they would like to learn and know that the teachers will consider their ideas. This ensures that pupils see the curriculum as being relevant to them.
- Pupils are provided with concise and beneficial feedback that links closely to the success criteria for a particular activity. There are useful opportunities for pupils to consider and respond to feedback to develop their work further.
- Across the full age range, pupils demonstrate a particularly positive attitude to learning. Staff plan opportunities for them to develop independent learning skills from the outset in the nursery class. Young children gain confidence by working with the older pupils, who act as excellent role models. This is a positive feature of the school's work.
- The school has detailed and effective systems to track pupils' progress over time and it uses this information skilfully to adapt its plans as necessary.
- The school's learning areas are well established and the indoor and outdoor areas promote the development of pupils' skills successfully.
- Pupils enjoy an appropriate range of creative activities. There are regular opportunities for them to create a variety of drawings and paintings, but this aspect has not yet been developed in full.
- The school has a close and supportive relationship with parents.

Care, support and well-being

- By embedding robust safeguarding systems, the school maintains an effective culture of safeguarding. As a result, nearly all pupils feel safe and state that they are respected and treated fairly.
- The school has been consistently successful in fostering an open climate and ethos. The result is that nearly all pupils are willing to discuss any concerns, which ensures that they feel free from physical, emotional and verbal abuse. An

example of this is the '*Bocs Siarad*' ('Talking Box'), which is located centrally and where any concerns can be shared.

- The school has thorough arrangements to support pupils with emotional, health and social needs. As a result, nearly all of these pupils engage very well in a wide range of new and unfamiliar experiences.
- The school has clear rules, rewards and sanctions, which are applied consistently, to help pupils understand and encourage positive behaviour. As a result, nearly everyone behaves excellently in lessons and during break and lunchtimes.
- The school works effectively in partnership with external agencies, such as a language therapist and occupational therapist, to support pupils who have been identified as having specific needs and, as a result, provision for pupils with ALN is sound and effective. The effect of this is that nearly all pupils who receive different interventions or support make sound progress in their skills over time and gain confidence successfully.
- Through effective partnership work and by promoting and monitoring attendance regularly, including writing to parents in line with the policy, following periods of low attendance, attendance across the school is high.
- Teachers and support staff have high expectations in terms of manners and respect. This is a strong feature of the school and pupils have a strong sense of respect and courtesy towards their peers, adults and visitors.
- Nearly all pupils are caring towards each other and give careful consideration to the needs of their peers. A notable example is the '*Bydis Buarth*' (Playground Buddies), who help pupils during break times and ensure that everyone plays together happily. This is a result of the opportunities pupils are given to take on leadership responsibilities and develop their leadership skills.
- Through effective organisation and co-operation, the school ensures that learners transition smoothly to Year 4 in their next school at the end of their time at Ysgol Morfa Nefyn. Staff share the most up-to-date information about learners and pupils make several visits to the school. This ensures that pupils feel confident when transferring to their new school.

Leading and improving

- The headteacher sets a clear strategic direction for the school. Her vision is based firmly on ensuring an inclusive education of the highest standard for the pupils of Ysgol Morfa Nefyn. She works closely with her hardworking team at the school and the governing body to ensure rich and challenging learning experiences for pupils. The school's motto encapsulates this vision of aiming for excellence in all aspects of school life: '*Dringa i fyny, Dringa i'r sêr*' ('Climb up, Climb to the stars').
- The vision is for a happy school where all pupils, whatever their ability or any challenges they have faced in their background, are given inclusive learning experiences that challenge them to develop their skills to the best of their ability.
- The school also focuses continuously on supporting pupils' well-being and happiness. The school is a core part of its local community and the residents of the village play a prominent role in the learning experiences of pupils in the area.
- Governors play a prominent and practical role in the daily life and work of the school. They visit the school regularly to hold meetings that focus on different aspects of the school's development. They have designated roles in partnership with staff, for example when focusing specifically on priorities in the current school development plan (SDP). They conduct learning walks, talk to pupils and scrutinise work in books and displays regularly. Experienced members of the body work with less experienced members to develop their knowledge and build capacity within the body. As a result, they have thorough knowledge of the school's procedures and a robust view of pupils' progress as a result of any changes that are introduced. They are a core part of the school's scrutiny work and, as a result, their role in challenging, where appropriate, has developed effectively.
- Under the headteacher's leadership, self-evaluation procedures have been embedded successfully. Leaders consider a wide range of evidence to identify improvement priorities that focus on developing provision to improve pupils' learning experiences, progress and well-being. The whole team contributes to these procedures and they have an understanding of their roles when taking action to develop provision. Evaluation and planning for improvement are an integral part of the school's work. A culture of aiming for excellence has been embedded firmly.
- Leaders have high expectations of themselves and all of the school's staff. The headteacher provides valuable opportunities for teachers to undertake leadership roles, for example by focusing on developing elements of numeracy as part of a particular priority within the current school development plan.
- The SDP is based on a wide and reliable range of evidence and includes appropriate detail in identifying the actions to be taken during the academic year to adapt provision. Actions lead to detailed criteria that act as milestones for measuring progress. Leaders identify clearly what is expected to be seen as a result of the year's activity. This is an effective method of evaluating progress against the targets and contributes to good accountability arrangements. Funding is allocated appropriately for resources to succeed in reaching the objectives.

- Beneficial professional learning opportunities are organised for all staff. These opportunities arise from the school's current needs and the development needs and interest of individuals. They are often also part of the performance management processes of individuals. A notable example of this is the opportunities to follow an oracy programme that promotes the development of the confidence of pupils who are new to the Welsh language so that they gain confidence when speaking. Staff also visit the local Welsh language centre to discuss language immersion methods with the specialist staff there.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer questionnaires 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:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, listen to them reading 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

Appendix 1: About Ysgol Morfa Nefyn

Name of provider	Ysgol Morfa Nefyn
Local authority	Cyngor Gwynedd
Language of the provider	Welsh
Religious character	
Number of pupils on roll	33
Pupils of statutory school age	24
Number in nursery classes	5
Percentage of 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>	11.7%
Percentage of 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>	
Percentage of pupils who speak Welsh at home	83.3%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2018
Date of previous Estyn inspection (if applicable)	September 2015
Start date of inspection	13/11/2023
Additional information	Ysgol Morfa Nefyn caters for pupils from nursery age up to Year 3.

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.

Appendix 2: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website:

<http://www.estyn.gov.wales/>

This document has been translated by Trosol (Welsh to English).