



Report summary for parents and carers on Ysgol Morfa Nefyn

Date of inspection: November 2023

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

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.

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.

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.

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.

© Crown Copyright 2024: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 18/01/2024

Please note that the photographs displayed may not be of the school that is the subject of this report.