



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

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

Date of inspection: May 2013

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Ysgol Iolo Morganwg is a Welsh-language community state school on the outskirts of Cowbridge. It is part of the Vale of Glamorgan local authority, but pupils come from an area which extends from Bridgend in the west to the outskirts of Cardiff and Barry in the east.

The school describes the area that the pupils come from as relatively prosperous, although a minority of pupils come from disadvantaged backgrounds. Three point one per cent (3.1%) of pupils are entitled to free school meals, which is significantly lower than the county and national percentages.

The school provides education for pupils between three and 11 years old. There are 220 pupils on roll, including a part-time nursery class. Pupils are admitted to the school on a full-time basis at the beginning of the September following their fourth birthday.

Five point five per cent (5.5%) of pupils have additional learning needs, which is lower than the national percentage. Seventy three per cent (73%) of pupils come from Welsh-speaking homes. The school was last inspected in April 2007.

The current headteacher has been in post since November 2007.

The individual school budget per pupil for Ysgol Iolo Morganwg in 2012-2013 is £3,360. The maximum per pupil in primary schools in the Vale of Glamorgan is £10,677 and the minimum is £2,707. Ysgol Iolo Morganwg is in 26th place out of the 148 primary schools in the Vale of Glamorgan in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Excellent

Current performance

The school's current performance is good because:

- standards of most pupils' key skills are very good throughout the school;
- high percentages of pupils consistently achieve higher than the expected level;
- almost all pupils throughout the school make exceptional progress in their information and communication technology (ICT) skills;
- almost all pupils show courtesy, care and respect towards each other, staff and visitors; and
- the majority of staff provide a rich range of learning experiences.

Prospects for improvement

The school's prospects for improvement are excellent because:

- it is a strong learning community, which has a significant effect on pupils' learning and experiences;
- pupils set challenging targets for themselves, which lead to raising standards;
- the school has rigorous and robust self-evaluation systems;
- the headteacher provides excellent leadership and has high expectations of managers and staff;
- senior managers' abilities to develop and implement new initiatives are excellent; and
- governors have a firm understanding of the school's performance and they take a leading part in setting priorities for improvement.

Recommendations

- R1 Raise standards in English at the end of key stage 2
- R2 Ensure consistency in marking in order that pupils have a better understanding of what they need to do to improve their work
- R3 Provide more opportunities for pupils in key stage 2 to develop as independent learners
- R4 Ensure better consistency in the use of assessment for learning procedures throughout the school.

What happens next?

Ysgol Iolo Morganwg will draw up an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Almost all pupils at Ysgol Iolo Morganwg are eager and enthusiastic learners who make good and consistent progress in their learning.

Standards of most pupils' key skills in the Foundation Phase are very good. Almost all pupils become confident readers and, by the end of the Foundation Phase, many of the most able pupils read fluently, accurately and with very good expression. Many pupils use different styles successfully when writing, with frequent examples of extended writing of high quality. By the end of the Foundation Phase, the majority of pupils present their work well and the standard of most pupils' handwriting is developing appropriately. Many pupils speak and listen confidently during their activities. The information range of many of the youngest pupils in the Foundation Phase is exceptional and they show consistent interest and perseverance in their work.

In key stage 2, most pupils use their thinking skills confidently in order to solve problems effectively when undertaking research tasks.

Almost all pupils are very confident when expressing their ideas, opinions and feelings verbally. They speak clearly and extensively about their work in a variety of situations, using a rich and varied vocabulary.

Most pupils' reading skills in key stage 2 are developing very well. Many pupils discuss the content of books intelligently, and express and justify their opinions on events and favourite characters confidently. The majority of pupils are enthusiastic readers and the best use intonation very effectively to convey meaning. The majority use a range of reading strategies successfully to discover information. As a result, many pupils' translanguaging skills are developing well.

Across the school, many pupils' written work is of a good standard. By the end of key stage 2, the majority of pupils are able to write prolifically and at length for a range of purposes and audiences, using a wide choice of vocabulary. Some more able pupils attain excellent standards in their written work by using mature sentence structures and paragraphing across the curriculum.

Most pupils apply their numeracy skills confidently in a range of contexts. From an early age, pupils build very well on previous learning and use it to solve the challenges they face.

Almost all pupils across the school make exceptional progress in their ICT skills. Older pupils use green screen technology independently to produce very creative presentations, which include extensive use of a wide range of complex multimedia skills.

Within the family of schools, pupils' expected achievement in the Foundation Phase (outcome 5) was slightly lower than average in all areas in 2012. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, the school performed in the lower 50% in all learning areas.

In general, at the end of key stage 2, attainment has been good over the last four years. However, the percentage of pupils who achieved the expected level (level 4) or above was lower than the family average in 2012. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school was in the lower 50% in all subjects.

Pupils' achievement at the higher levels (outcome 6+) in the Foundation Phase was higher than the family and Welsh averages in all learning areas. This placed the school in the top 25% in language development, literacy and communication and mathematical development, and in the top 50% in personal and social development, wellbeing and cultural diversity.

One of the school's exceptional features is the high percentage of pupils in key stage 2 who exceed the expected level. Over the last five years, the percentage of pupils who achieved level 5 has been significantly higher than the average of schools in the family in all subjects. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, the school has been among the top 25% in Wales for Welsh and mathematics. The percentage of pupils who achieved the higher level in science and English has placed the school among the top 50%.

There is no obvious trend when comparing the performance of boys and girls.

Pupils with additional learning needs achieve well and make appropriate progress in relation to their ability. There is no difference between the attainment of pupils who are entitled to free school meals and the rest of the pupils at the school. The few pupils from ethnic backgrounds also achieve the same level of success.

Wellbeing: Good

Almost all pupils enjoy the school's life and work and feel safe there. Most pupils appreciate the very close relationship that they have with staff, based on the principle that each individual has the right to succeed.

They show a good understanding of the importance of health issues, fitness and healthy living, and many take part in extra-curricular activities that promote these aspects. Almost all pupils show courtesy, care and respect towards each other, staff and visitors. Their social skills and ability to work effectively with their peers is developing well.

Pupils' behaviour is good throughout the school. Older pupils shoulder additional responsibilities confidently, as ambassadors and playground buddies. They often go out of their way to help younger pupils.

Many children respond well in lessons and show enthusiasm towards their learning. Pupils in the Foundation Phase take responsibility and make decisions that have a

positive effect on their learning. This has not developed to the same extent in key stage 2.

The pupil's voice is given a prominent place and has an appropriate influence on the school's life and work. The school council plans a successful work programme and gives regular presentations on its activities in the wider community. The council works closely with a variety of partnerships in order to contribute towards the school's ethos. A good example of this is its commitment to promote aspects of fair trade and to influence the school's values.

Although school attendance is around 95%, the school is among the lower 50% in comparison with similar schools. Almost all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The majority of teachers provide a rich range of learning experiences. Most teachers' planning work is consistently good and ensures that the school meets the requirements of the National Curriculum and the Foundation Phase in full. In the Foundation Phase, stimulating learning experiences engage pupils' interest and promote independence. Staff plan extensive and effective use of the attractive outdoor area.

Learning experiences in key stage 2 build successfully on previous experiences for most pupils. In some classes, pupils are not given enough opportunities to work independently and make decision about their learning. The wide range of extra-curricular activities and visitors to the school make a valuable contribution to the majority of pupils' learning experiences.

There is effective planning for developing pupils' skills across the school. Pupils are given stimulating opportunities to write for various purposes and successful strategies are in place to develop their reading skills. Provision for developing pupils' ICT skills is an excellent feature.

The Cwricwlwm Cymreig plays a key part in the school's life and work, and impressive displays promote and celebrate Welshness. The emphasis that is placed on promoting polished use of the Welsh language ensures that many pupils' oral skills develop successfully.

Close links with a school in Kenya have been embedded in the curriculum and contribute significantly towards pupils' understanding of the wider world. Pupils have a good understanding of protecting the environment and sustainability and the recent afternoon without electricity contributed effectively towards this.

Teaching: Good

The good standard of teaching across the school ensures that pupils are motivated and show an interest in their learning. All teachers are proficient in their work and

have good subject knowledge. They plan a range of interesting activities in order to motivate the majority of pupils.

Teachers and support staff work together effectively and most are very good role models for spoken language. Many staff use class management strategies very effectively.

Where teaching is at its best, teachers have high expectations and clear learning aims for lessons. In these lessons, teachers and assistants question pupils skilfully in order to expand their understanding and develop their thinking and communication skills effectively. In a minority of lessons, teaching experiences do not respond effectively enough to the range of ability in the classroom.

The quality of marking varies across the school and does not always show clearly enough what pupils need to do to improve their work. In the best practice, there are good opportunities for pupils to assess their own and each other's work. The majority of teachers make effective use of assessment for learning strategies but this is not embedded sufficiently throughout the school. Pupils set their own challenging targets with the support of teachers. There are robust processes for assessing and tracking pupils' progress regularly. This information is used effectively to identify the needs of different cohorts of pupils and to plan the next steps in learning.

Reports presented to parents offer clear information about their children's progress and meet the statutory requirements.

Care, support and guidance: Good

Ysgol Iolo Morganwg is a safe, organised and caring community where everyone is valued. The school promotes pupils' spiritual, moral and social development well. A firm emphasis is placed on teaching pupils about values through the use of value of the month. The advantages of healthy living are promoted effectively across the curriculum and in extra-curricular activities.

The school has beneficial links with external agencies which improve the support and guidance given to pupils. Arrangements for safeguarding pupils meet the requirements and are not a cause for concern.

The school makes extensive use of the expertise of agencies such as the police, health and social services. This relationship ensures early and effective support, as and when necessary.

Provision for pupils with additional learning needs is good. It is ensured that pupils are identified early and that beneficial provision is made for them. Pupils have suitable individual learning plans which are shared with parents and are reviewed frequently. Provision for more able pupils is good and support for the few exceptionally able pupils is developing appropriately.

Learning environment: Good

The school is an inclusive community in which pupils have equal access to all activities arranged for them. Policies, plans and procedures are in place to ensure equal opportunities for all pupils and which promote a tolerant ethos.

The school's horizons extend beyond the locality and the school has forged active and exciting links with a school in Kenya. Issues relating to fair trade and sustainability are prominent in the school. The school promotes awareness of Welshness very well, for example by displaying stimulating Welsh artwork, poetry and music alongside work from other cultures and the pupils' own work.

Although the building is old and limited in space, it is well maintained. The governing body, headteacher and staff have developed the building to be an attractive, exciting and safe place. They make effective use of the limited spaces available to teach focus groups and to create colourful and purposeful displays that support learning.

The size of the older pupils' playground limits the activities which can be undertaken. However, effective use is made of the nearby community play area that is available to the school. There is a good range of suitable equipment and resources in the Foundation Phase's outdoor areas, which enrich teaching and learning appropriately.

Key Question 3: How good are leadership and management?	Excellent
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Leadership: Excellent

The headteacher provides robust and very effective leadership. He has a clear vision and succeeds in fostering high expectations among staff and pupils. They all work together uncompromisingly to ensure that the school community is organised and managed very successfully. Managers have clear senior roles, which contribute exceptionally towards improvements. There is a clear focus on raising standards through robust self-evaluation systems, which ensures that the school's performance is challenged consistently. The headteacher, senior management team and other staff work together very effectively as a dedicated professional community. Subject co-ordinators have a full and accurate understanding of their subjects' needs and the standards achieved are very good.

The headteacher has introduced well-defined performance management systems for teachers and assistants, with targets that link well to the school's priorities.

The governing body know the school very well and fulfil their duties effectively as critical friends. They have a firm understanding of the school's performance and analyse data very well in order to set priorities. They play a prominent part in pupils' education. For example, their links with the school's film club have created a wide range of opportunities beyond the classroom to extend writing styles and raise older pupils' standards of literacy.

Senior managers lead local and national initiatives and priorities successfully in order to develop specific aspects of school life. Literacy and ICT initiatives have a strong effect on the high standards achieved by pupils.

Improving quality: Excellent

The school has very good evaluation systems, which have been embedded effectively over a period of time. Through regular and rigorous analysis of a range of data, lessons observations and scrutinising pupils' work, leaders have a very good understanding of the school's strengths and areas for development. The school gathers the opinions of pupils, parents and other stakeholders very effectively, analyses results and acts on outcomes carefully. These processes are linked directly to the school's strategic planning.

One of the strengths of the self-evaluation process is the way in which all members of staff share their ideas, information and expertise. Subject co-ordinators conduct very rigorous reviews in order to ensure that they have a clear picture and firm understanding of standards and provision. Priorities, which focus clearly on raising standards, are included carefully in the school development plan. This document is used very effectively to promote improvement and allocate resources and staff responsibilities in order to meet the priorities that have been identified.

The school has developed very good links with other schools in the family. This ensures a wide range of opportunities to share good practice and reflect on the effect of their own practice on pupils' learning and wellbeing. Within the school, staff's commitment to sharing their professional knowledge contributes effectively towards developing exciting methods of learning and teaching. During the last year, the school has researched and developed successful ways to promote reading. This has led to exceptional progress in reading standards this year.

Partnership working: Excellent

The school has a range of very effective partnerships, which make an exceptional contribution towards raising standards and supporting the wellbeing of almost all pupils.

The partnership with parents is excellent. The school works hard to include them in their children's learning. They receive frequent and up-to-date details about work, including details of how they can support their children regularly. Recently, the school has started tweeting in order to share information about current whole-school and individual class events. The school offers literacy and numeracy workshops to parents, which are held during the school day. Parents are given an opportunity to express their opinion through questionnaires and frequent meetings. These initiatives ensure that parents have a good understanding of how to support their children's education.

Establishing an innovative partnership with a local commercial business has had a significant effect on the school's performance management systems. Strategies shared with the school have had a direct and positive effect on raising standards, particularly in key skills. This partnership has also created extensive opportunities to expand older pupils' life and cross-curricular skills.

The school works well with the local playgroup and provides regular transition sessions for pupils before they transfer to the nursery class. This eases their admission to the school and reinforces the relationship with new parents.

Almost all pupils transfer to Welsh secondary education within the local authority. The school has very good links with the comprehensive school and they have developed successful transition arrangements. There are very good quality moderation and standardisation procedures for assessing and tracking pupils' progress at the end of the Foundation Phase and key stage 2.

The school also has close links with its cluster of schools and with some schools within the family. An excellent feature of this relationship is the innovative use of sharing information and good practice by using a networked e-storage box.

Resource management: Good

The school is staffed effectively by a number of good teachers who have a breadth of qualifications and experience. The school uses its support staff thoughtfully and strategically in order to raise standards of literacy, numeracy and to support vulnerable groups and individuals.

Performance management systems are robust and focus well on addressing the school's priorities. The school has good resources for teaching and learning. Provision for teachers to plan, prepare and assess is very effective.

Financial resources are managed carefully and used very well to improve resources and the quality of teaching. The school improvement plan is costed accurately and reviewed regularly.

Because pupils achieve well and make good progress, the school provides good value for money.

Appendix 1

Commentary on performance data

By the end of the Foundation Phase in 2012, pupils' result at the expected level (outcome 5 or above) in the Foundation Phase Outcome Indicator was slightly higher than the average results of pupils in other schools within the family. However, pupils' achievements in each of the individual learning areas were slightly lower than the average of the family of schools but higher than the all-Wales average. Pupils' achievement at the higher levels (outcome 6) was significantly higher than the family and Wales averages in language development and literacy and mathematical development, and slightly above average in personal and social development.

In comparison with similar schools based on the proportion of pupils who are entitled to free school meals, the school was in the lower 50% in all learning areas for the expected level. For the Foundation Phase indicator, the school performed in the top 50% in Wales. Pupils' achievement at the higher levels placed the school in the top 25% in Wales for language development, literacy and communication and mathematical development, and in the top 50% in personal and social development, wellbeing and cultural diversity.

In 2012, girls achieved much better than boys in all learning area except for achievement of outcome 6 in mathematical development, where boys' performance was significantly higher.

The proportion of pupils who achieved level 4 in Welsh, English, mathematics and science has been consistently higher than the family average over the last four years. However, in 2012, pupils' achievement at level 4 in all core subjects was slightly lower than the family average but higher than the average of schools in Wales.

The percentage of pupils who achieved a higher level than expected (level 5) has consistently been significantly higher than the family average in all subjects since 2008. In 2012, the percentage of pupils who achieved the higher level was higher than the family and Wales averages in Welsh, English, mathematics and science.

When comparing the school's achievement with that of similar schools in terms of entitlement to free school meals, the school's achievement at level 4 has varied between the top 50% and the bottom 50% over the last four years in Welsh and English. The school's performance in mathematics and science has placed the school among the top 25% in Wales over the last four years. However, the school's performance fell to the lower 50% in 2012 in all core subjects.

When comparing the school's achievement with that of similar schools in terms of the entitlement to free school meals, the school's achievement at level 5 has placed the school in the top 25% in Wales over the last four years in Welsh. English and mathematics has also placed the school in the top 25% in three of the last four years. Science has placed the school in the top 50% for the last four years.

There are no obvious differences between the performance of boys and girls over a period of time. However, boys' results were significantly higher than girls' results in all subjects in 2012, with the biggest difference seen in achieving the higher levels.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Eighty eight responses were received to the parent questionnaire and almost all parents express very high levels of satisfaction with the school. Responses are positive in almost all cases and, on average, are significantly higher than the national comparators. All parents believe that staff expect their children to work hard and to their best and that they treat the children with respect. Many believe that their children receive appropriate additional support in respect of any individual needs and that homework builds adequately on the work done at school.

Almost all parents are happy with the quality of teaching and agree that the school is led effectively. Almost everyone agrees that the school helps their children to become more mature and to shoulder responsibility and that this, in turn, contributes towards the children's good behaviour at school.

Almost all parents believe that they receive enough information about their child's progress. Almost all parents feel comfortable about approaching the school with questions, making suggestions or identifying a problem and say that they understand the school's procedure for dealing with complaints.

Almost all parents say that staff helped their child to settle well when they started at the school and that they like school and make good progress.

Responses to learner questionnaires

One hundred and seven pupils responded to the questionnaire. Almost all responses are very positive and there are no typical differences between the responses of boys and girls. In general, most of the positive responses were higher than the average for primary schools in Wales.

Almost all pupils believe that teachers and other adults help them to learn and make progress and they feel safe at school.

Many pupils say that other children behave well and that they can get their work done. Many also believe that other children behave well at playtime and lunchtime. All pupils believe that the school teaches them to keep healthy and that there are many opportunities for them to get regular exercise at school.

Most pupils believe that they are doing well at school and that they have enough books, equipment and computers to do their work. However, a minority of pupils

believe that the homework that is set does not help them to understand their school work. If they find their work difficult, all pupils know what to do and with whom to speak. When there are cases of bullying, most pupils are confident that the school deals well with all cases and all pupils know whom to talk to if they are worried or anxious.

Appendix 3

The inspection team

Dyfrig Ellis	Reporting Inspector
Eleri Hurley	Team Inspector
Jeremy Turner	Lay Inspector
Sian Hart	Peer Inspector
Dylan Evans	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.