

A report on

Ysgol Glan Morfa

**Lewis Road
Splott
Cardiff
CF24 5EB**

Date of inspection: June 2025

by

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

This report is also available in Welsh

About Ysgol Glan Morfa

Name of provider	Ysgol Glan Morfa
Local authority	Cardiff Council
Language of the provider	Welsh
School category according to Welsh-medium provision	*
Type of school	Primary
Religious character	*
Number of pupils on roll	246
Pupils of statutory school age	171
Number in nursery classes	39
Percentage of statutory school age pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%)	37.4%
Percentage of statutory school age pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%)	5.3%
Percentage of statutory school age pupils who speak Welsh at home	18.1%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	02/01/2017

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Date of previous Estyn inspection (if applicable)	January 2017
Start date of inspection	02/06/2025

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

Summary

Ysgol Glan Morfa provides a caring and inclusive environment and plays a central part in its local community. Leaders set high standards and have established a comprehensive vision that prioritises pupils' progress and well-being. They work closely with governors, parents and the local community to provide stimulating and interesting experiences for pupils. The headteacher seeks the views of parents and responds to the findings in a proactive and timely manner. As a result, a strong sense of trust, pride and respect permeates the school's close-knit community.

One of the school's notable strengths is the emphasis on pupils' personal, social and moral development. Through a variety of activities and the school's curriculum, pupils are encouraged to reflect on ethical and social issues and show respect for cultural diversity and a range of beliefs.

Most pupils behave respectfully towards others. They have a positive attitude to learning and engage fully with a wide range of tasks. Staff ensure a rich learning environment and the use of the outdoor learning spaces is extremely effective in supporting appropriate hands-on learning.

The school has a number of pupil committees which provide valuable opportunities for pupils to develop leadership skills and opportunities to express an opinion on issues that are important to them. By working on various projects, such as their work to create an inclusive and welcoming environment for asylum seekers, pupils contribute directly to the school's ethos and strategic direction. They play an active part in forming policies and plans, including promoting well-being, inclusion and respect across the school community.

The curriculum builds on pupils' previous knowledge and skills in a balanced manner. During their time at the school, most make good progress in their number, literacy, digital and creative skills. However, a minority of pupils across the school have difficulty applying their Welsh skills independently across the curriculum. Plans are already in place to address this.

Recommendations

We have made one recommendation to help the school continue to improve

- R1. Further develop opportunities for pupils to apply their Welsh skills across the curriculum.

What happens next

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

Main evaluation

Ysgol Glan Morfa is a caring, inclusive and familial community that is a core part of its local area. The school's leaders set and communicate high expectations for staff and pupils. They work together extremely effectively to maintain a culture and ethos that has a clear focus on the progress and well-being of each pupil. This nurtures and develops pupils who demonstrate positive attitudes towards themselves and their peers. Parents are proud that their children attend this homely school and appreciate the range of experiences, along with the excellent care and well-being provided by staff.

A notable strength of the school is the valuable emphasis placed on supporting pupils' personal and social development and raising their moral and cultural awareness. Through various celebrations and the Meysydd Morfa curriculum, the school provides rich opportunities for pupils to reflect on important ethical issues and respect the rights of others within society. Through this, the inclusive ethos at Ysgol Glan Morfa upholds its motto, '*Gyda'n gilydd, fe lwyddwn*' ('Together, we will succeed') extremely effectively.

Spotlight: Promoting multiculturalism, diversity and the qualities of respect and empathy

An excellent feature of the school is the way in which it promotes respect and tolerance towards others and an appreciation of different cultures and beliefs. This is at the heart of the school's work to develop the character of its pupils. There is a wide range of activities that celebrate the multicultural nature and diversity of the school; for example, it organises multicultural workshops for parents and works closely with a local refugee centre. Teachers prepare pupils effectively to live and work in a multicultural society.

All staff promote positive behaviour among pupils, which leads to them treating their peers, staff and visitors with respect. Most pupils behave well and show strong motivation, interest and pride in their learning. During learning activities, they familiarise themselves quickly with tasks and concentrate well for extended periods. Support staff participate actively in tasks, and challenge and question pupils skilfully. Staff use the learning environment effectively to support and stimulate pupils. For example, in the school's early years, teachers use the outdoor learning area and the woodland extremely effectively to provide rich learning experiences. Through this, most pupils apply their literacy and numeracy skills successfully in practical contexts.

The school has developed an appropriately broad curriculum that enables pupils to deepen their learning across the curriculum. In most lessons, teachers ensure that the curriculum provides beneficial opportunities for pupils to develop an understanding of the history and culture of their local area in Glan Morfa.

The curriculum builds systematically on pupils' previous knowledge, skills and understanding. There is a strong focus on developing pupils' digital, creative, language and mathematical skills. As a result, during their time at the school, most pupils make good progress.

Most pupils listen maturely to each other's contributions and are respectful in a variety of contexts. By Year 6, they discuss topics within their experience appropriately, for example when holding a discussion on Welsh education during the time of the Welsh Not. They read confidently and use their skills skilfully to gather information, draw a conclusion and search for information from a variety of texts to support their views. By Year 6, most pupils show a fondness for reading and discuss their favourite Welsh and English authors. However, a minority of pupils across the school have difficulty applying their Welsh language skills independently across the curriculum. The school has begun to implement plans to increase opportunities for pupils to apply their Welsh language skills but this has not yet had enough time to have a positive effect on progress.

During learning activities, teachers use effective questioning and encouragement methods to support pupils' progress and ensure their understanding. They share feedback in a timely manner, which enables pupils to identify what they have done well. In most lessons, feedback identifies the next steps in pupils' learning effectively and there are beneficial opportunities for pupils to draft and improve their written work. Teachers use observations of what pupils achieve regularly, along with the outcomes of assessments to plan activities. On the whole, teachers provide activities that challenge pupils to achieve well. However, activities for pupils to apply their number skills are not challenging enough.

Across the school, there is a strong sense of teamwork. A notable example of this is the way in which staff work together to identify the needs of individual pupils. They know the pupils extremely well and provide timely and appropriate support which has a positive effect on their learning and well-being. Arrangements for identifying and responding to the needs of pupils with additional learning needs (ALN) are innovative. Staff provide comprehensive support to help pupils with ALN, including to promote well-being and manage emotions. They include pupils, parents and the views of external agencies effectively to plan support and evaluate its effect. Over time, most pupils with ALN and those on whom poverty and disadvantage have a detrimental effect make successful progress from their starting points.

The headteacher prioritises the use of grants, such as the pupil development grant, innovatively to ensure suitable staffing levels that focus on pupils' needs. For example, the school's leaders use resources skilfully to offer valuable provision in the Well-being Classroom, the Nurture Class and the lunchtime Clwb Cwtsh to support pupils' well-being and learning needs. This contributes to the school's inclusive ethos and contributes to progress in most pupils' skills and well-being.

Leaders facilitate extremely beneficial opportunities for pupils to influence the school's leadership strategically.

Spotlight: Developing pupils' leadership skills through the work of pupil committees

Staff provide extremely beneficial opportunities for pupils to undertake leadership roles and develop skills that have a positive effect on the life and work of the school. Pupils are part of a range of pupil committees which contribute to the school 'Senedd'. They seek the views of others and lead on exciting projects which have a very positive effect on the ethos and culture of the school. For example, by working on various projects, such as their work to create an inclusive and welcoming environment for asylum seekers, pupils contribute directly to the school's ethos and strategic direction.

The school's self-evaluation procedures are sound. The headteacher and staff have thorough arrangements for monitoring and improving provision and pupil progress. They gather information from a good range of varied sources and use this information successfully to identify areas for improvement. The governors operate effectively. They have sound knowledge of the school's performance and the effect of its procedures on pupils' progress and well-being. They share responsibilities conscientiously and conduct purposeful visits to evaluate the effect of provision on pupils' standards and progress.

The productive relationship between the school, the community and parents is an obvious strength. Staff work diligently to ensure that parents receive regular information about their children's progress. They seek parents' views regularly and use this information purposefully to make improvements to provision.

Leaders implement a positive culture and ethos to promote, develop and support staff's professional learning. They share ideas and adopt effective practices together successfully and this contributes firmly to the ethos of the school as a learning organisation. Through this, the staff reflect and consider the effect of professional learning on pupils' well-being, skills and progress effectively.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

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

Evidence base of the report

Before an inspection, inspectors:

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

During an inspection, inspectors normally:

- hold a meeting with parents/carers 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

Appendix 1: 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 (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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