

**A report on**  
**Morrison Primary School**

**Neath Road**  
**Morrison**  
**Swansea**  
**SA6 8EF**

**Date of inspection: November 2025**

**by**

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

## About Morriston Primary School

Name of provider	Morriston Primary School
Local authority	City and County of Swansea
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	174
Pupils of statutory school age	127
Number in nursery classes	15
Percentage of 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 Primary is 21.7%)	42.3%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	29.1%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	34.6%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2018

A report on Morryston Primary School  
November 2025

Date of previous Estyn inspection (if applicable)	22/03/2017
Start date of inspection	17/11/2025

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](https://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

At Morriston Primary School, the wellbeing and achievement of every pupil is a priority, and staff support pupils' individual needs well. Most pupils enjoy school and nearly all feel safe, behave well and have good attitudes to learning. Most pupils, including those in the Specialist Teaching Facility (STF), those with additional learning needs (ALN), and those from low-income families, make good progress from their starting points.

The curriculum is broad and balanced, and teachers offer engaging lessons that capture pupils' interests well. Many use effective questions and feedback to support learning. In the best examples, pupils act on feedback immediately, which accelerates their learning. Overall, teachers use assessment information well to plan lessons, and they ensure that pupils have regular opportunities to learn new skills and apply them across the curriculum. However, opportunities for pupils to apply their skills are not always challenging enough.

Staff are highly skilled at managing any incidents of challenging behaviour. They use individual approaches to help pupils stay calm and engaged. This creates an inclusive school where all pupils can take part and learning is rarely disrupted.

The school provides strong support to pupils with additional needs. Teachers identify these pupils early on and offer well-planned programmes that help most pupils with ALN, including those in the STF classes, to make good progress.

The governing body supports the school well and provides suitable levels of challenge. Leaders know the school well and they have a good track record of making improvements to its practice. However, when identifying areas for improvement and evaluating the impact, leaders do not focus sharply enough on the difference that their improvement processes make on outcomes for pupils.

The school provides outstanding support to parents and meets their needs very well. Staff communicate regularly with families, which builds trust and respect. The school runs highly effective support programmes for parents which helps families connect, create a strong sense of community and support pupils' learning and well-being very well.

## Recommendations

We have made two recommendations to help the school continue to improve:

- R1 Challenge pupils more consistently to apply their skills at an appropriate level across the curriculum
- R2 Sharpen self-evaluation and improvement processes so that the school has a clear understanding of their impact on outcomes for pupils

## What happens next

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

## Main evaluation

Morriston Primary School is a safe, welcoming and inclusive school, where pupils' well-being and achievement is a high priority. The headteacher and senior leadership team provide strong and consistent leadership. Together, they establish a highly beneficial and inclusive culture, ethos and vision for the school, which is shared by all. The school provides a safe and nurturing haven for all those connected with it and there are strong and respectful relationships between staff, pupils and parents or carers.

### Spotlight 1: Effective partnership with parents and carers

The school's support for parents is exceptional and meets their wide- ranging needs very well. All staff establish regular communication with parents, which builds high levels of trust and mutual respect. The school arranges comprehensive, tailored support programmes for parents, for example, they create networks for those who experience similar challenges and facilitate social activities to help families that are new to the country to socialise and integrate successfully. There are regular sessions for parents to learn new skills, such as cookery lessons and sessions that support parents to improve their children's learning. The school's support fosters community cohesion and creates a highly successful partnership approach to supporting pupils' learning and emotional needs.

Most pupils enjoy school and nearly all feel safe and secure in school in its care. Nearly all pupils display positive behaviour in and around the school. Most have good attitudes to learning and engage well in their lessons. As a result, most pupils, including those in the Specialist Teaching Facility (STF), those with additional learning needs, (ALN) and those from low- income families, make good progress from their individual starting points.

The curriculum is broad and balanced and meets the needs of all pupils well. Teachers provide a range of engaging experiences that capture pupils' interests effectively. Many teachers use a range of purposeful questions and feedback to support learning. Timely feedback is given to pupils which helps them to improve their work. This accelerates pupils' progress within the lesson and over time. Overall, teachers make effective use of assessment information to plan and adapt learning tasks so that they meet the needs of pupils. Teachers provide regular opportunities for pupils to apply their skills across the curriculum; however, these are often not challenging enough. This means that pupils do not always apply their literacy, numeracy and digital skills at a high enough level. The curriculum develops pupils' spiritual, moral and cultural understanding well. This enables nearly all pupils to become considerate towards one another, respect differences and celebrate everyone's uniqueness.

Staff provide pupils with beneficial opportunities to develop effective speaking and listening skills. From low starting points, most pupils make at least good progress over time and most become confident speakers with strong listening skills. The school uses a structured approach to teaching reading, which benefits all pupils. By the time they leave the school, most pupils develop a love of reading and read a range of material fluently. Over time, most pupils make good progress in developing their writing skills. Teachers plan lessons systematically so that pupils build on their knowledge and skills successfully. Most older pupils write confidently in a range of contexts and apply their knowledge of the different text types to good effect. Many pupils use a range of punctuation and grammar correctly.

The school's approach to the teaching of mathematics is effective and enables most pupils to make good progress as they move through the school. Teachers provide engaging experiences that enable pupils to apply their numeracy skills. There are appropriate opportunities for pupils to develop and build upon their digital skills. As a result, many pupils apply their digital skills well across the curriculum and make beneficial progress.

Leaders and staff place a high priority on developing pupils' Welsh language skills. Many teachers are very good Welsh language role models and use engaging methods of teaching the language. Over time, most pupils develop strong Welsh language skills. By the time

they leave the school, many pupils can hold a simple conversation, using an increasing range of vocabulary and sentence structures.

Staff work closely with professionals, local schools and the community to enhance and support its work. Overall, pupils develop a worthwhile understanding of their future career options and the world of work through their local enterprise projects and by hearing from a range of visitors to school who share aspects of their work roles with pupils. This helps pupils to develop aspirations for the future. Older pupils in the STF class develop valuable social, communication and life skills through regular, real-life experiences and visits within the local community, such as visits to local cafes, where they order and eat food.

The school's approach to supporting pupils with ALN is a strength of the school. Leaders identify pupils that need additional support using a range of comprehensive measures. They use a wide range of additional support programmes effectively to meet the wellbeing and learning needs of pupils. Many of these programmes are led by skilful support staff. Staff set precise targets and measure pupils' progress carefully, adapting their approaches where necessary. As a result of the school's effective provision, most pupils with ALN, including those in the STF classes, make good progress from their individual starting points.

### **Spotlight 2: Consistent and effective approaches to managing challenging behaviour**

The school's approach to supporting pupils with challenging behaviour is a notable feature of its work. Nearly all staff are well-trained, knowledgeable and highly skilled in applying consistent and established approaches that identify pupils at risk of dysregulation and, in most cases, prevent escalation. When pupils demonstrate challenging behaviours, staff use individualised approaches that are highly successful in regulating pupils' emotions and supporting them to return to calm swiftly. This creates a highly inclusive environment, where all pupils can integrate fully in all aspects of school life, learning is rarely disrupted and pupil exclusion from school activities is extremely rare.

Many pupils, including those with additional needs, and those from the STF, develop valuable leadership skills by taking on roles that impact positively on the life of the school. For example, the healthy schools club develop well-being and hygiene policies that are easily communicated and understood by all pupils.

Leaders have a thorough knowledge of the school's strengths and areas for development and have made important improvements to their practice over time. For example, improvements in the school's approach to teaching literacy has improved the quality of

pupils' extended writing. Leaders focus purposefully on addressing national priorities, such as the development of pupils' Welsh language skills, which has a positive impact on pupils' skills over time. Leaders monitor the work of the school regularly and create suitable plans for improvement. However, improvement and evaluation processes need to focus more sharply on the difference that they make to outcomes for pupils.

Governors are supportive of the school and perform their statutory duties thoroughly. Members of the governing body provide suitable levels of challenge and accountability to leaders. Leaders and staff work well as a team to achieve the aims of the school. All staff receive engaging professional development, which encourages them to update and improve their practice, for example, by responding to research and trying new approaches. Across the school, staff have clearly defined and well-understood roles and responsibilities. These help to ensure that everybody is clear about the role that they play in meeting the learning and well-being needs of pupils.

### **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 and pupil questionnaires and consider the views of teachers and the governing body 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 and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read 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 classes, including learning support groups 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 and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- 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 makes references 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](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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)