



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

**Report following monitoring  
Level of follow-up: Significant Improvement**

**Morrison Primary School  
Neath Road  
Morrison  
SA6 8EP**

**Date of visit: July 2018**

**by**

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

## Outcome of visit

Morrison Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

## Progress since the last inspection

### R1. Improve standards of reading and writing

A majority of pupils start in the nursery with literacy and communication skills below those expected for their age.

Most pupils make steady progress in developing their writing skills in the foundation phase. They write for an appropriate range of purposes in literacy sessions and across the curriculum. For example, pupils in Year 2 write persuasive letters to local shops asking them for donations and Year 1 pupils use 'bossy' verbs well when writing instructions on how to catch an alien. More able pupils understand basic punctuation and begin to use a widening vocabulary to engage the reader in their writing. A majority present their work well and form letters correctly.

Many pupils achieve at or just below the expected level in writing by the end of Year 6. However, the rate of pupils' progress in writing still varies too much as they move through key stage 2. Pupils now benefit from having suitable opportunities to write for a wider range of purposes within English lessons and in other subjects. Many pupils recognise and use the features of different genres of writing and talk enthusiastically about their written work. For example, they present a balanced argument, understand the features of a play script, and know which elements to include in the different parts of their narrative writing. Across the key stage, pupils are beginning to extend their written work effectively. However, this is not a consistent feature in all classes. In a few classes, pupils are starting to develop their editing skills well. Many pupils now have more confidence to try spelling unknown words and have a better knowledge of a few key spelling patterns.

Across the school, more able pupils develop their reading skills well. For example, in the foundation phase, these pupils read aloud with appropriate intonation and expression and talk animatedly about what happens in the story. More able pupils in Year 5 and Year 6 use their higher order reading skills well to infer and deduce. They understand literal and hidden meanings in a story and explain why they think authors choose particular words. The reading skills of many other pupils develop steadily. They are beginning to develop a suitable range of strategies to decode unfamiliar words. For example, they use their knowledge of phonics to sound out words and have a growing sight vocabulary. A majority use picture cues and the

context of the story to work out what is likely to happen next. However, younger pupils who find reading difficult still tend to guess words and do not read well enough for meaning and understanding. Most pupils who receive support to develop their reading skills make good progress.

Pupils with additional learning needs and those in the specialist classes make good progress from their individual starting points.

## **R2. Develop the curriculum to ensure that it meets statutory requirements, promotes the ethos of the Foundation Phase and develops pupils' literacy and numeracy skills across the curriculum**

Leaders have embedded a comprehensive commercial scheme to support the teaching of the curriculum. In addition, there are detailed schemes of work, for example for religious education and physical education. Teachers have mapped out overarching topics that they teach on a two-year cycle. They also use an online tool to help identify and address any gaps in the teaching of subject specific skills. As a result, teachers now deliver a broad and balanced curriculum that meets statutory requirements. They teach skills and knowledge in a progressive and comprehensive way that builds successfully on pupils' prior learning.

In the foundation phase, teachers plan a wide range of interesting experiences for pupils. They have developed stimulating indoor and outdoor classrooms that give pupils opportunities to access a range of appropriate resources and activities independently. They plan a suitable balance of adult and child-led activities. They are beginning to give pupils more say in what and how they learn. As a result, teachers now promote the foundation phase ethos successfully and ensure that pupils have appropriate opportunities to develop as confident, independent learners.

Overall, teachers plan worthwhile activities for pupils to use their literacy and numeracy skills across the curriculum. They have introduced rich tasks that generally link well to topics and provide pupils with relevant chances to embed their skills in other subjects. For example, pupils in Year 6 write interesting newspaper reports on the bombing of Swansea as part of the topic on the Second World War and pupils in Year 2 use their knowledge of money to choose gifts for the royal wedding. However, the quality of the activities that teachers plan remains inconsistent and irregular, particularly in numeracy. In addition, a few teachers provide pupils with too much support and this limits pupils' ability to organise their work independently and to write at length.

## **R3. Share the good practice in teaching across the school to ensure that all pupils receive challenges that are suitable to their ability**

Teachers' expectations of what pupils can achieve has improved in many classes. For example, in mathematics, teachers challenge pupils to explain their thinking and reasoning. However, a few teachers still accept standards in writing that are below

pupils' capabilities. Teachers manage pupils' behaviour effectively and support staff play an important role in helping pupils make the right choices about their behaviour. In a minority of classes, teachers do not use the skills of all support staff well enough during their initial input.

The quality of teaching and provision in the specialist support classes remains a strength of the school.

Foundation phase teachers have improved their practice well. They have visited other providers to explore effective practice and work together to plan exciting opportunities for pupils in the indoors and outdoors. They share their ideas usefully and this had led to high levels of consistency across the phase. For example, pupils in all classes contribute their ideas about what and how they learn by contributing to pupil voice boards.

Leaders provide beneficial opportunities for temporary teachers to observe and learn from more experienced colleagues. However, there is still too much variability in the quality of teaching in a minority of classes in key stage 2. For example, occasionally, teachers talk for quite lengthy periods of time. This means that pupils sometimes become confused about what teachers expect of them or have too few opportunities to contribute their ideas.

#### **R4. Address the safeguarding issues identified during the inspection**

The school has addressed the safeguarding issues raised in the inspection successfully. The school's safeguarding arrangements now meet requirements and give no cause for concern.

#### **R5. Improve the effectiveness of strategic leadership**

The recent appointment of a permanent headteacher has stabilised leadership. However, instability in staffing over time has led to too much variability in pupils' progress and the quality of teaching in key stage 2.

The school has a new vision statement based on raising pupils' aspirations of the standards that they could achieve. Leaders have shared the vision with all stakeholders and it is evident in day-to-day school practice. For example, the school song embodies the vision and most teachers refer regularly to pupils being the 'best that they can be' during activities.

New termly pupil assessment meetings ensure that leaders hold regular conversations with each teacher about pupil outcomes. As a result, leaders have started to hold teachers to account more robustly for the standards that pupils achieve. The school's arrangements to manage the performance of staff have improved. All teachers and support staff take part in annual reviews of their performance. They agree individual and common objectives based on school priorities and their own improvement needs. However, these processes are new and it is too early to judge their impact on improving standards.

Leaders have introduced an annual timetable to address school priorities but they have not always focused clearly enough on addressing a few key recommendations. For example, although there are regular staff and senior leadership meetings, their agendas have focused on too wide a range of initiatives and processes. This has slowed down the progress that the school has made in addressing a few recommendations. Despite this, leaders have secured significant improvements to foundation phase practice, safeguarding procedures and curriculum planning.

Leaders have used the support from the local authority and regional consortium well to help support their improvement priorities. This has included external staff working alongside school leaders to improve their skills in judging the school's work. Members of the senior leadership team have also attended useful training to assist them in undertaking their leadership roles more effectively.

Members of the governing body support the school well. Many make regular visits to the school to gain first hand evidence on the progress that the school is making, for example through undertaking learning walks and attending leadership meetings. As a result of their school visits and training, governors now challenge leaders more effectively, for example on pupil progress data.

#### **R6. Ensure that targets in the school improvement plan are specific enough to enable progress to be monitored and evaluated**

The school improvement plan is a detailed document, which is based appropriately on addressing the recommendations from the core inspection. It contains individual plans that highlight actions that the school will take to address these shortcomings, along with intended outcomes, timescales, personnel involved and resources needed. The proposed outcomes are generally measurable and this enables leaders to monitor the progress they are making towards addressing the improvement targets.

Leaders have introduced an annual timetable of activities to enable them to monitor the progress that they are making against their targets. Activities include the scrutiny of pupils' work by all staff, pupil progress meetings, learning walks and lesson observations. Leaders generally identify accurately what they have improved and which areas they still need to develop. They share their judgements suitably with relevant members of staff. In addition, the school has established a monitoring group, which includes the headteacher, governing body and local authority representatives. This group meets twice a term to consider the school's progress against the recommendations from the inspection. Based on their findings, leaders update each plan regularly to reflect their progress and future actions for each priority. As a result of these changes, leaders have a broadly sound picture of the school's current strengths and areas to improve. However, leaders do not always focus their judgements well enough on the standards that pupils achieve and have not addressed a few shortcomings robustly enough.

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