



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

**A report on**  
**Ysgol Esgob Morgan Voluntary Controlled Primary**  
**Ffordd Siarl**  
**Ashley Court**  
**St Asaph**  
**LL17 0PT**

**Date of inspection: April 2018**

**by**

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

## About Ysgol Esgob Morgan Voluntary Controlled Primary

Ysgol Esgob Morgan Voluntary Controlled Primary School is in the Cathedral City of St Asaph, in Denbighshire. There are currently 107 pupils between seven and eleven years of age on roll, who are taught in four single age classes.

The three-year rolling average for pupils eligible for free school meals is around 16%, which is just below the national average of 19%. English is the language spoken at home by nearly all pupils. No pupil speaks Welsh at home. Nearly all pupils are White British.

The school has identified that 26% of pupils have additional learning needs, which is above the national average of 21%. A very few pupils have a statement of additional learning needs.

The headteacher was appointed in September 2009. The school's last inspection was in April 2013.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Ysgol Esgob Morgan is a very caring, inclusive school, which values all pupils as individuals. Staff know their pupils very well. Consequently, strong, respectful relationships exist throughout the school. Leaders and staff share and implement a clear vision for school improvement. The governing body supports the school well. Pupil wellbeing is at the centre of this vision. Pupils of all abilities make good progress from their starting points and the school tracks and monitors their development effectively. The provision for pupils identified as having additional learning needs is highly successful. Effective teachers, ably supported by skilful teaching assistants, deliver engaging lessons successfully. As a result, nearly all pupils show good levels of engagement, concentration and positive attitudes to learning.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Excellent</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Excellent</b>

## **Recommendations**

- R1 Improve pupils' speaking skills in Welsh
- R2 Improve the opportunities for pupils to contribute to what and how they learn
- R3 Strengthen the provision for developing pupils' information and communication technology (ICT) skills

## **What happens next**

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

Estyn will invite the school to prepare a case study on its work in relation to their highly effective work in supporting and tracking pupils with additional learning needs, for dissemination on Estyn's website.

## Main findings

### Standards: Good

Many pupils start at the school with literacy and numeracy skills at the expected level for their age. Nearly all pupils make very good progress over time. In lessons, nearly all pupils concentrate well and apply themselves with enthusiasm to their activities and challenges. They have well-developed thinking skills and work diligently. They apply their skills confidently in new situations and recall prior learning confidently.

Pupils that are more able respond successfully to the high expectations of teachers. Pupils with additional learning needs and pupils who have had to face developmental and emotional challenges make good or very good progress over time. There is no discernible difference between the performance of girls and boys in lessons, and both work hard and do their best.

Across the school, most pupils have well-developed literacy skills, both in English lessons and when applying their skills in different contexts across the curriculum. Most speak eloquently about their work, giving opinions and asking questions confidently.

Pupils' reading is a strength across the school. Most pupils enjoy the well-structured reading activities that enable them to become independent and fluent readers. By the end of key stage 2, most pupils speak about their enjoyment of reading. They share what they like and dislike about the styles of different authors and the genres in which they write.

Most pupils develop their writing skills successfully. They have a sound grasp of spelling and punctuation. Most write effectively in a wide variety of genres, both creative and factual, for example writing an accurate account of The Great Fire of London. The work undertaken on developing literacy through film has a positive and enriching effect on pupils' extended writing. For example pupils write a detailed description of a snake, or a high quality biography of Gunter, the pig. Most pupils apply their writing skills confidently across the curriculum, for example when recording a detailed investigation in science or interesting facts about Cornwall as part of their work in geography.

Most pupils' mathematical skills are strong. Across the school, most have a good understanding of number, shape and data. Most lower key stage 2 pupils estimate confidently when investigating if animals with longer legs can run more quickly. They have a sound understanding of capacity when using standard units to measure different liquids. Most upper key stage 2 pupils have good understanding of fractions and simple percentages, and a sound grasp of area and perimeter. Across the school, most pupils apply their skills successfully in a variety of different contexts across the curriculum, for example when using co-ordinates to discover features in the landscape as part of their work on the West Indies. Pupils learn about effective financial management in mathematics lessons. As a result, many develop a sound understanding of the importance of managing their money, now and in the future.

Pupils' ICT skills develop appropriately. Most pupils can use a variety of software with increasing confidence, for example when using a simple graph programme to record their work in mathematics. Most can save and retrieve their work confidently. However, a minority are less confident when deciding which equipment would best suit their needs when working on a specific task.

Most pupils' reading and writing in Welsh are developing well. Most have good pronunciation and show a good understanding of the text. Most use support materials effectively when writing and use structured sentences well to develop their own writing. Most enjoy speaking Welsh with their friends and visitors and show enthusiasm. They use a range of support materials confidently in lessons. However, a minority are less confident when speaking without the use of a prompt. Overall, pupils have adequate Welsh speaking and listening skills.

### **Wellbeing and attitudes to learning: Excellent**

Nearly all pupils feel very well cared for, valued and safe. They behave very well in lessons and around the school. They show a high level of respect, care and consideration consistently. The acceptance and understanding they demonstrate towards each other are exemplary. This is a real strength across the school.

In lessons, nearly all pupils show very good levels of engagement and concentration. They are clear about what steps to take if they find their work difficult. For example, they may ask the person sitting next to them or another person in their class before asking the teacher. Pupils feel well supported by adults and know not to worry if they are not always successful. They understand the importance of persevering with their work and activities. These strategies have a notable impact on pupils' progress and outcomes.

Most pupils participate well in a range of lunchtime and after school clubs such as art, coding and homework club. Pupils take responsibility for running a few of the clubs. This helps them to develop their leadership and teaching skills. For example, pupils take the lead in the coding club where they help others to create programmable robots.

Many pupils take on additional leadership responsibilities and carry these out with maturity and expertise. They are keen to contribute to improving their school and community through their roles. For example, the eco council re-invest the money they make from selling eggs into buying hen food or for maintenance of the school farm, Fferm yr Esgob. Members of the well-developed and highly effective school council consider requests and suggestions to improve the school environment. For example, the school council has increased the number of benches outside, and developed the cloakroom areas. Nearly all pupils demonstrate high levels of determination and ambition when participating in community and other projects. For example, Year 6 pupils work very successfully alongside members of the community to improve the local environment by decreasing the amount of waste.

Nearly all pupils are enthusiastic about their learning. They show very positive attitudes towards their work. They are eager to learn and respond well to directions and opportunities to take the initiative, for example when creating a video log on social media to inform parents about how they learn in school.

Nearly all pupils have a sound understanding of how to keep healthy through maintaining a balanced diet and taking regular exercise. Many pupils enjoy physical activity and a healthy snack at break time. The pupils in Year 3 and Year 4 who run the fruit tuck shop take pride in their responsibility. They use their real life problem solving skills very confidently, and make well thought out, considered decisions. For example, they reduced the price of an apple from 50p to 20p to increase sales and encourage healthy eating.

Nearly all pupils are developing well as ethical, informed citizens. They are active in their support of Fairtrade by hosting regular coffee mornings. Nearly all pupils show great commitment and enthusiasm in caring for the local environment. For example, many Year 6 pupils write very effective speeches about banning plastic and share their views with the local community. They work in partnership to have a real impact on their local environment.

### **Teaching and learning experiences: Good**

The quality of teaching across the school is good. Teachers plan lessons effectively using a variety of teaching strategies to ensure that nearly all pupils are fully engaged in their learning. They deliver well-paced lessons and provide graded activities that meet the needs of nearly all pupils successfully.

Teachers use effective questioning to challenge pupils to develop their ideas. They use a range of effective and well-embedded teaching and assessment strategies skilfully. They use lesson objectives effectively to help pupils understand what they need to do to develop their work further. Nearly all teachers give pupils valuable opportunities to discuss their work in pairs and small groups, for example when they discuss the positive and negative features of zoos. They use pupil targets effectively to help pupils understand their next steps in learning. As a result, most pupils become increasingly confident when evaluating their own progress and identifying next steps in learning.

A highly effective and committed team of support staff support teachers and pupils beneficially. They provide invaluable assistance both in class and when delivering specific interventions.

Visitors, such as musicians and artists, and educational visits enrich the curriculum successfully. Teachers plan varied enriching activities in art, and, as a result, most pupils' creative skills are well developed. Many produce highly effective drawings and paintings, often emulating the styles of well-known artists.

Nearly all teachers provide valuable opportunities for pupils to discuss elements of their learning, for example when sharing questions about a forthcoming project. However, very few pupils directly influence what and how they learn.

Staff provide effective and innovative opportunities for pupils to their develop skills in the outside areas. For example, pupils develop their sales and marketing skills when they sell the eggs produced on the school farm.

Teachers use their good quality long, medium and short term planning to ensure that pupils receive appropriate challenge and support. The provision to develop pupils'

literacy and numeracy skills is systematic and embedded well. The school's provision to develop pupils' ICT skills is not as strong across the school. As a result, a minority of pupils do not demonstrate confidence when making choices within ICT, to support their work in other curricular areas. Provision for literacy in Welsh is appropriate. As a result, many pupils read with increasing fluency and write with increasing confidence. However, there is a lack of consistency in ensuring progression in oracy.

### **Care, support and guidance: Good**

The school is a very caring and inclusive community. Staff know their pupils very well and cater to individual needs successfully. Consequently, strong and respectful working relationships exist throughout the school.

The school has a detailed tracking and monitoring system that is effective and has a positive impact on the progress and wellbeing of nearly all pupils. Staff use the system effectively to ensure effective challenge for pupils of different abilities.

The provision for pupils identified as having additional learning needs is highly effective. The school has exemplary systems for identifying and monitoring the progress of these pupils. Individual development plans are comprehensive and contain specific, achievable and measurable targets. Highly skilled staff deliver a range of effective and well-planned intervention programmes to improve pupils' literacy, numeracy and wellbeing effectively. These programmes lead directly to improved self-esteem and build pupils' self-confidence, which in turn has a significant impact on their progress over time.

The arrangements for fostering a positive approach to managing pupils' behaviour are consistent and effective across the school. Staff have well-developed and productive links with a wide range of outside agencies and use expert advice to support identified pupils effectively.

The school provides beneficial opportunities for pupils to develop their personal and social skills. Consequently, nearly all pupils demonstrate tolerance and respect for others successfully. Teachers provide pupils with suitable activities to promote their spiritual, moral, social and cultural development.

Teachers provide nearly all pupils with opportunities to take on different roles consistently, for example as e-cadets, or as playground or food buddies. As a result, nearly all pupils have a good understanding of the importance of being a responsible member of a community.

Teachers make good use of local organisations by arranging visits to enhance the curriculum. For example, pupils regularly visit St Asaph Cathedral for assemblies. The school actively encourages a range of physical activity throughout the day, including football, gymnastics and dance. The established links with St Asaph Cricket Club result in pupils having good opportunities to learn from a local cricket coach and participate in the club.

The school develops pupils' awareness of Wales and its history appropriately. For example, Year 4 pupils learn about Snowdonia, the Brecon Beacons and



Pembrokeshire. In addition, through a creative arts project, there are good opportunities for lower key stage 2 pupils to learn about significant historical figures like William Morgan. The provision for the development of pupils' creative and performance skills is good. Their recent success in the Urdd Eisteddfod through their artwork and creative dance based on the theme of 'pirates and prisoners' is a reflection of the value the school places on creativity.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school has appropriate arrangements to promote healthy eating and drinking.

### **Leadership and management: Excellent**

The headteacher is a highly innovative and enthusiastic leader. He has a clear vision for the school, which focuses on continuous school improvement and providing high quality care for all pupils. Other senior leaders share the vision and values of the headteacher and support him very effectively. Together, leaders, set high expectations, and all members of staff have a very clear understanding of their responsibilities in driving forward strategic plans for improvement. All teachers and teaching assistants fulfil their roles diligently and effectively.

Senior leaders evaluate the quality of provision thoroughly. The robust monitoring systems, together with regular opportunities for teachers to share good practice, result in consistent, good quality teaching throughout the school.

Leaders identify the school's strengths and areas for development skilfully by taking account of a suitably wide range of first hand evidence. For example, they analyse information on pupil progress, carry out regular, detailed and well-focused book reviews and listen to pupils' views. As a result, the self-evaluation report gives a detailed and honest account of how well the school is progressing and accurately identifies weaknesses. Leaders use this information very successfully to set priorities for improvement. The school development plan has clear targets and leaders monitor progress against targets regularly and very thoroughly. As a result, the plan is a highly effective driver to secure improvement. The school has a very strong track record of securing improvement. Notable examples include the improved results in English and mathematics at the higher levels.

The governing body is supportive and knows the school and the community it serves well. The partnership work, together with open, honest communication that exists between the leadership team and the governing body, is a notable strength of the school. Senior leaders provide governors with regular detailed reports about pupil outcomes, the quality of provision and progress against priorities. This means that governors have a thorough understanding of school's strengths and areas for development. This knowledge contributes successfully to their role as critical friends.

The school is a very strong learning community. It has a successful performance management system that leaders use beneficially to help staff develop their practice. All members of staff benefit from a wide range of professional learning opportunities that link effectively to their individual needs and to the school's improvement priorities. There is a highly effective culture of collaborative working, and leaders actively encourage staff to share practice with colleagues, for example when looking

at effective teaching strategies. This is a strength of the school and contributes well to the consistently high quality of provision and to the good progress that pupils make. Notable examples of success include the improvement in pupils' higher order reading skills and the very good progress made by pupils with additional learning needs.

The school uses its resources effectively, including the stimulating and attractive learning areas inside and outside the classrooms.

The school has sufficient well-qualified staff to respond to the needs of nearly all pupils successfully. The governing body manages the budget efficiently and ensures that strategic plans are cost effective. Leaders use the pupil development grant to support pupils eligible for free school meals effectively. As a result, these pupils have full access to the same experiences as their peers and make very good progress from their starting points.

## 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))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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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