



Report summary for parents and carers on Morrison Comprehensive School

Date of inspection: September 2024

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

This report is also available in Welsh.

Summary

Morrison Comprehensive school fosters a strong sense of community. Staff are committed to supporting pupils and their families to improve their well-being and progress in learning. This is underpinned by the headteacher's clear vision for creating an inclusive ethos that values the contribution that the whole community make towards school life. This has helped to place the school at the centre of its community and to provide high levels of care, support and guidance for their pupils and their families. As a result of this caring ethos, many pupils feel safe and free from bullying.

In most lessons, there are positive relationships between staff and pupils. This helps pupils engage well at the start of lessons. The majority of teachers plan activities with an appropriate level of challenge, provide clear explanations and have suitable expectations of pupils' progress and participation. In these lessons, pupils make sound progress in their learning. In a few lessons, pupils make strong progress because of effective teaching that stimulates their engagement and challenges their understanding and thinking. In a minority of cases, there are shortcomings in teaching that mean pupils make limited progress and often become passive in their learning. In these lessons, teachers often plan undemanding tasks, provide too much support for pupils and have too low expectations of what they can achieve.

The school provides a suitably broad and balanced curriculum and offers an appropriate range of courses for pupils in Key Stage 4 and sixth form. This curriculum is enriched through a wide range of extra-curricular clubs and visits. Whilst staff have been committed to developing their Curriculum for Wales, the school's provision for the progressive development of pupils' literacy and numeracy skills is not planned or coordinated strategically. As a result, pupils do not have sufficient opportunities to apply or develop their skills alongside their subject understanding.

Pupils in the sixth form enjoy being part of the school community. In general, they engage positively in lessons and work productively with one another.

Leadership has secured valuable improvements in certain aspects of the school's work, for example pupils' attendance. The attendance of pupils eligible for free school meals has improved year on year and compares favourably to levels in similar schools. In addition, pupils feel that behaviour in lessons and around the school has improved. Despite this, leadership at all levels has not had enough impact on a number of important areas, in particular on the quality of teaching and learning and the progressive development of pupils' skills. This is due to the variation in leaders' ability to evaluate and plan for improvement and because senior leaders have not ensured that middle leaders consistently carry out their roles effectively. Although the senior leadership team has very recently been reorganised, leaders at all levels, including governors, are not clear enough about their roles and responsibilities. In addition, senior leadership roles are not distributed well enough which hampers the school's ability to secure improvements.

The specialist teaching facility provides a caring environment where pupils engage in a valuable curriculum and helpful learning experiences that support them to make strong progress from their starting points.

Recommendations and next steps

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

- R1** Ensure that self-evaluation focuses precisely on the impact of provision on pupils' learning and progress
- R2** Refine roles and responsibilities of senior leaders so that they and governors hold staff to account fully
- R3** Improve the effectiveness of teaching so that pupils are consistently challenged to make strong progress
- R4** Develop the strategic leadership of skills so that pupils receive a range of challenging and relevant opportunities to develop their literacy and numeracy across the curriculum

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan to show how it is going to address the recommendations. A small team of Estyn inspectors will visit the school to monitor progress about 12-18 months after the publication of the inspection report.

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).

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