



*Rhagoriaeth i bawb – Excellence for all*

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  
Ffordd Siarl  
Ashly Court  
St Asaph  
LL17 0PT**

**Date of inspection: April 2013**

**by**

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



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Ysgol Esgob Morgan Community Primary School serves the cathedral city of St. Asaph, which is in the Denbighshire local authority. There are 98 pupils aged seven to 11 years in the school. Pupils are organised into four classes. Around 17% of pupils are entitled to free school meals. This figure is slightly lower than the local authority and Welsh national averages.

All pupils come from homes where English is the main language and no pupils speak Welsh as a first language. The school has identified 25% of pupils as having additional learning needs with very few pupils having a statement of special educational needs. Very few pupils are currently looked after by the local authority. There have been two fixed term pupil exclusions in the last 12 months.

The current headteacher was acting headteacher at the time of the last inspection in June 2007. He was permanently appointed to the position in September 2009. The school currently has an acting deputy headteacher.

The individual school budget per pupil for Ysgol Esgob Morgan in 2012-2013 means that the budget is £3,779 per pupil. The maximum per pupil in the primary schools in Denbighshire is £9,659 and the minimum is £3,064. Ysgol Esgob Morgan is 37th out of the 52 primary schools in Denbighshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- performance compares well with that of other similar schools and national averages;
- standards of Welsh as a second language are very good;
- pupils' behaviour and attitudes to learning are very positive;
- pupils develop a very good understanding of global citizenship; and
- the curriculum is well planned and provides ample opportunity for pupils to apply their skills across the curriculum.

### Prospects for improvement

The school's prospects for improvement are good because:

- all staff share a common vision and have successfully established a positive ethos;
- the school has a consistent trend of good academic performance;
- the headteacher is supported well by a committed team of teaching and support staff; and
- there is a good range of partnerships that benefit pupils.

## **Recommendations**

- R1 Improve standards of spelling and the presentation of written work
- R2 Ensure that the quality of teaching is at least good in all classes, particularly by matching levels of expectation and challenge in lessons to pupils' abilities
- R3 Ensure that marking informs pupils in all classes of what they need to do to improve their work
- R4 Improve the rigour with which leaders and managers challenge and improve teaching and learning through the self-evaluation process
- R5 Ensure that targets within individual education plans meet pupils' needs accurately and that progress against them is evaluated effectively.
- R6 Improve toilet facilities for pupils

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Most pupils make good progress in developing their skills, knowledge and understanding as they move through the school.

Most pupils speak and listen very well in most situations. They often give interesting responses to questions set by teachers and other adults. Many pupils work together well during discussions and collaborative tasks to share views and to listen to the opinions of others. They talk confidently about their learning experiences.

By the end of key stage 2, many pupils read confidently with fluency, accuracy and understanding. Readers that are more able display particularly good skills, such as the ability to infer messages from the text. Nearly all pupils demonstrate very positive attitudes to reading and express preferences with regard to favourite books and authors.

Most pupils make good progress in developing their writing skills. By the end of key stage 2, many pupils, particularly the more able, write well for the intended purpose. They apply writing skills successfully across the curriculum, for example when recounting science experiments. Many have a wide vocabulary and write extended pieces of interesting work. A minority of pupils often spell common words inaccurately and the presentation of their work is not consistently of a good standard.

Standards in Welsh second language throughout the school are very good. Nearly all pupils have very positive attitudes to learning Welsh. They are confident in asking and answering a range of questions using the past and present tenses. They hold simple conversations well and have good pronunciation. Nearly all pupils read their class reading books with developing confidence and understanding. They write in a good variety of genres with developing accuracy in Welsh lessons and they redraft their work using good information and communication technology (ICT) skills. Pupils also use their Welsh skills successfully outside school in a range of Urdd activities. Standards of mathematics are good and pupils often use their numeracy skills well in other subjects. Most pupils develop good ICT skills and use them purposefully to support or extend their work well, for example to log data during science experiments or to extend their reading skills during guided reading sessions.

Most pupils who need extra support with their learning make steady progress as they move through the school. Most pupils that are more able respond well to additional challenges provided in lessons and produce work of a high standard. Pupils entitled to free school meals generally achieve as well as other pupils.

In 2012, the percentage of pupils who attained the expected level or above in English, mathematics and science when combined was very close to the average for the family of schools. Pupils' performance at the expected level or above places the school in the higher 50% for English, mathematics and science when compared with

schools with a similar proportion of pupils entitled to free school meals. Overall, the trend of performance is consistently good across all subjects.

Pupils' performance at the higher than expected level is not consistently strong. In 2012, pupils' performance at the higher than expected level was slightly below the family average across all subjects. In English and mathematics, the school is now in the top 50% of similar schools, but has been in the lower 50% for three of the last five years. In science, the school has been in the lower 50% of schools for four out of the last five years.

In 2012, a very few pupils achieved the much higher than expected level 6 in English and mathematics.

Over the last five years, girls' performance at both the expected and higher than expected levels has been better than that of boys. However, boys' performance at level 5 was significantly better than girls' in mathematics and science in 2012.

### **Wellbeing: Good**

Pupils are keen to learn and enjoy coming to school. They respond enthusiastically to the engaging curriculum provided by the school. Pupils have extremely positive relationships with staff and each other. They work collaboratively in group tasks, support each other well and share resources appropriately. Behaviour in lessons, around the school and in after-school clubs is particularly good. As pupils move through the school, they develop very good personal and social skills that prepare them well for life and work outside of school.

The school's attendance rates are consistently good at 94% or above and they place the school in the top 50% of similar schools. Nearly all pupils arrive punctually.

Nearly all pupils have positive attitudes to keeping healthy and safe. They understand the importance of taking regular exercise and eating a healthy diet. Nearly all pupils feel safe and secure in school. The school council and eco committee are well established and represent the views of the pupils reasonably well. However, they are not actively involved enough in discussing changes that affect pupils' school life and the school council does not meet regularly enough.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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### **Learning experiences: Good**

The promotion of the Welsh language, its heritage and culture is a very strong feature of school life. All staff develop pupils' Welsh language skills and cultural awareness effectively through Welsh lessons. The recent introduction of the cross-curricular use of Welsh is having a positive impact on standards in Welsh. Staff promote Welsh effectively by displaying a good range of pupils' Welsh work around the school. The school has fostered close links with the local Welsh-medium secondary school and every year a few pupils transfer to this school. All staff are enthusiastic and effective users of Welsh and provide good role models for pupils in the use of the Welsh language.

The school's curriculum is broad and balanced and engages pupils successfully. Most teachers plan effectively. As a result, pupils have access to a wide range of interesting learning experiences that meet the requirements of the National Curriculum well. These experiences generally build upon pupils' previous skills, knowledge and understanding as they move through the school. Pupils receive plenty of worthwhile opportunities to develop and apply their literacy, numeracy and ICT skills across the curriculum. The school provides a wide variety of extra-curricular activities that support the taught curriculum effectively.

The provision for promoting pupils' awareness of global citizenship is a very strong feature of the school. Pupils have benefitted from very exciting first-hand experiences, for instance by attending the London 2012 Olympics as ambassadors for the Cayman Islands. The provision for all aspects of sustainable development is comprehensive and effective.

### **Teaching: Adequate**

The relationships between staff and pupils are extremely positive. Generally, teachers motivate and engage pupils well. They have high expectations of pupils in terms of their behaviour and attitudes. They use an effective range of teaching approaches, resources and skilful questioning techniques to develop pupils' skills, knowledge and understanding. Support staff make a positive contribution to pupils' learning.

The quality of teaching varies too much between classes. Where teaching is good, the work is well suited to the age and ability of the pupils and teachers have high expectations. These lessons are well planned and delivered at a lively pace. Where teaching is less successful, teachers do not adapt activities well enough to meet the needs of pupils, and teachers do not always have high enough expectations of what pupils can achieve. As a result, pupils do not make as much progress as they could in a minority of lessons.

All teachers mark work frequently and inform pupils of what they have done well. Often, teachers write these comments in Welsh, further promoting the effective use of the language. However, written comments do not help pupils to know precisely how to improve their work often enough. Most teachers provide worthwhile opportunities for pupils to assess their own work.

The school has recently adopted an electronic system to track pupils' progress. Teachers use this to inform their planning and provision. As a result, teachers set appropriate next steps of learning for many of the more able and middle ability pupils. Target-setting arrangements for lower ability pupils are less effective.

The school works well with other local schools to ensure the accuracy of teacher assessment at the end of key stage 2. The school keeps parents suitably informed about their children's progress and wellbeing through annual reports to parents and feedback at parents' meetings.



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

The school provides a range of opportunities that promote pupils' health and wellbeing positively, including their spiritual, moral, social and cultural development. The school assemblies are stimulating and have a positive impact on pupils' spiritual and moral development. Assemblies also provide worthwhile opportunities for pupils to reflect on their feelings and to consider the views of others.

The school cares for and values all pupils equally. Pupils and adults demonstrate respect for each other consistently in all aspects of school life. As a result, all pupils feel safe and secure.

The school is developing suitable processes for the early identification of pupils' additional needs. Pupils with additional learning needs benefit from targeted intervention strategies that have helped to raise standards, for example in reading. Individual education plans include the views of teachers, parents and pupils. They also contain individual targets for pupils. However, the targets do not always match pupils' needs accurately enough. As a result, a minority of pupils do not make as much progress as they could. The school does not always evaluate the progress of pupils with additional learning needs effectively.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Good**

The school has a very caring ethos. It treats all pupils equally and promotes respect for diversity and equality successfully. Pupils are polite and their good behaviour is a significant strength of the school. Pupils know whom to approach if they need support and there are clear policies and procedures in place to deal with any poor behaviour or harassment.

The school encourages positive attitudes effectively. It celebrates pupils' achievement well through stimulating displays and a weekly assembly that focuses on pupils' achievements. Displays in classrooms and around the school are often of a good standard and support pupils' learning appropriately.

The learning environment is warm and welcoming. Overall, the accommodation is sufficient for the number of pupils on roll. The building is well maintained and utilised effectively. The school has developed its accommodation and its outdoor areas imaginatively to create interesting and stimulating areas for pupils, for example by making improvements to the library area. Although the school has made efforts to improve toilet facilities, the quality of the boys' toilets remains limited.

The school has sufficient appropriate resources to support the effective delivery of the curriculum. Teachers and pupils use the available resources well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher provides positive and supportive leadership. He has developed a vision for the future development of the school that all staff share and understand well. Leadership is now shared more widely across staff to make better use of teachers' areas of expertise. Regular senior management team meetings focus appropriately on improving standards of teaching and learning. All school staff work well together to deliver improvements.

The members of the governing body support the school well. They visit classes regularly and know how the school is performing compared with schools in the same family and with other similar schools. They are aware of the school's strengths and areas for development. However, they do not consistently challenge the school about the standards it achieves or the decisions senior leaders make.

School leaders have focused well on implementing a range of national and local priorities, including improving pupils' literacy skills. For example, the school has developed a 'Patron of Reading' initiative. As a result, of this programme pupils engage in purposeful reading and writing experiences with a professional author. This has improved pupils' interest and standards in reading.

### **Improving quality: Adequate**

The school has established suitable systems for self-evaluation. Senior leaders gather an appropriate range of evidence, including findings from data analysis, scrutiny of pupils' books and lesson observations. Subject leaders monitor progress within their designated areas. However, they do not always identify shortcomings in teaching and learning well enough.

The school also takes good account of the views of parents through detailed analysis of annual questionnaires. Pupils feel that the school listens to their opinions well, but pupils do not always have sufficient opportunities to influence what and how they learn.

The school's development plan uses the outcomes of the self-evaluation process to identify priorities for development. The development plan contains a manageable number of suitable targets for improvement and identifies actions to secure desired improvements. These targets focus on raising standards and improving quality, particularly in Welsh and science. Generally, the school is making sound progress in achieving these targets.

The school has regularly shared its best practice with other schools, for example by presenting on global citizenship strategies at regional conferences for teachers.

### **Partnership working: Good**

The school has a very positive partnership with parents and is responsive to their views. The school's website, its web application and regular newsletters keep

parents well informed about all aspects of school life. This effective partnership contributes to high attendance rates by pupils and their extremely positive attitudes to school.

The school has effective links with its local community and businesses. Pupils take part in a range of activities and visits within the locality and further afield regularly. Each class has developed links with schools in Europe and in other parts of the world, such as Japan.

The school has suitable transition arrangements to ensure that pupils make a smooth transition from the local infant school to key stage 2. Good, well-established links with local secondary schools are effective and ensure pupils move smoothly to secondary education.

The school has taken the lead in developing links with other schools in the same family to promote the sharing of best practice in literacy. The school also leads on the joint standardisation and moderation of pupils' work with its local cluster of schools. The school also has beneficial links with local initial teacher training colleges.

#### **Resource management: Good**

The school uses its accommodation and learning resources well. There are enough qualified teaching and support staff and the school deploys them effectively. They understand their roles well and have a good range of appropriate skills that contribute positively to the school's ethos.

The performance management system meets statutory requirements. Appropriate targets are set for staff development to improve individual performance. There are effective arrangements for planning, preparation and assessment time for teachers.

There are good arrangements for financial management and the school monitors its spending decisions thoroughly. Due to its efficient use of funds and the good outcomes pupils achieve, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2012, the proportion of pupils who attained the expected level placed the school at or slightly below the average for the family of similar schools in English, mathematics, science and the core subject indicator. The school's performance is slightly higher than the all Wales averages in all subjects and the core subject indicator.

In relation to schools with a similar proportion of pupils entitled to free school meals, the performance of pupils at level 4 or above placed it in the top 50% for English, mathematics, science and the core subject indicator.

In English and mathematics, the proportion of pupils who achieve the higher than expected level 5 is slightly lower than the average for the family, but slightly higher than the all Wales average. In science, the school's performance is significantly below the family average and slightly below the average for Wales.

When compared with schools with a similar proportion of pupils entitled to free school meals, the school is in the top 50% for English and mathematics and in the lower 50% for science. In 2012, a very few girls attained the exceptional performance of level 6 in English and mathematics.

These trends in performance outcomes have been broadly consistent over the last five years even though the school's circumstances have altered. The number of pupils entitled to free school meals has increased slightly in the last two years. As a result, the school has moved from the second to the third free school meal band.

The performance of girls over the last five years and across all subjects is often significantly better than boys. Recently, boys' performance at the higher level 5 has been better than girls' in mathematics and science. However, girls' performance in reading and writing and also at the exceptional level 6 in mathematics and English continues to be better than that of boys.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Ninety-three pupils in key stage 2 completed the questionnaire fully.

All pupils think that teachers and other adults help them to learn and make progress and all know whom to talk to if they find their work hard. In addition, nearly all pupils know whom to talk to if they are worried or upset. All pupils say that they feel safe in school and all feel that they are doing well.

All pupils feel the school teaches them how to keep healthy and that they get regular exercise. All pupils feel they have enough books and equipment and most feel that homework helps them to improve their work in school.

All pupils feel that the school deals well with bullying. Most pupils feel that children behave well in class and they can get their work done without interference. Most feel that children behave well at break times.

Nearly all of these views are better than the views of pupils in other primary schools across Wales. Significantly more pupils in Ysgol Esgob Morgan feel that children behave well in class and they can get their work done.

#### Responses to parent questionnaires

Thirty-eight parents completed the questionnaire.

All parents who responded are satisfied with the school and feel that it is well run and that their children are happy there. All parents state that their children were helped to settle into school when they first started. Nearly all feel that their children are safe at school. All parents feel that teaching is good and that the school expects pupils to work hard. As a result, most feel their children are making good progress. Nearly all parents feel that their children are becoming more mature, taking on responsibilities, and that pupils behave well in school. All parents feel that their children are encouraged to be healthy and take regular exercise. Nearly all parents feel that there is a good range of activities in school and all feel that homework given is appropriate.

All parents state that the school treats their children fairly and nearly all feel that their children receive enough additional support with their individual learning needs. Nearly all parents also state that pupils are well prepared to move on to their next school and that school staff are approachable if they have concerns or questions. Many parents feel that they are well informed about their children's progress and most parents are clear about what to do if they need to raise issues with the school or to make a complaint.

Many of these views are slightly better than the views of parents in other primary schools across Wales. However, parents in Ysgol Esgob Morgan are slightly less positive about being well informed about their children's progress.

### Appendix 3

#### The inspection team

Richard Lloyd	Reporting Inspector
Ann Jones	Team Inspector
James Jones	Lay Inspector
Ceri Williams	Peer Inspector
Tim Redgrave	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.



The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.