



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**

**Ysgol Morgan Llwyd
Cefn Road
Wrexham
LL13 9NG**

Date of visit: June 2019

by

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

Outcome of visit

The provider 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 school that are in need of significant improvement.

Progress since the last inspection

R1. Raise standards in key stage 3, especially at the higher levels, and improve boys' writing skills

In a majority of lessons, pupils make sound progress. A majority of pupils recall subject knowledge successfully and apply information appropriately to new situations. However, in a minority of lessons, pupils make limited progress. In lessons in which progress is more limited, teachers do not have high enough expectations and do not provide enough challenge for pupils.

Many pupils listen attentively to teachers and their peers. When talking, a majority have a sound grasp of vocabulary and appropriate subject terminology. Many pupils work effectively in pairs and groups, and support each other in discussion tasks. However, in a minority of lessons in which teachers do not challenge them, pupils talk to each other in English. This limits their fluency and confidence to speak at length in Welsh.

When reading, many pupils find information competently and come to sensible conclusions about the implied meaning in text. For example, in history, they weigh up the reliability of sources about the state and condition of the trenches during the First World War effectively. A majority of pupils use suitable reading strategies purposefully to analyse and appreciate a range of varied texts. A few analyse adeptly, for example when analysing how caffeine is a stimulant that increases activity in the nervous system.

A majority of pupils develop sound writing skills across subjects. They organise their work sensibly and use a variety of appropriate vocabulary. They write in a suitable range of genres for various audiences. A few are able to apply writing techniques successfully in order to create sophisticated and sensitive pieces, for example in religious education when describing the living conditions of someone who lived during the Holocaust. A very few pupils develop as confident learners and experiment with language registers. However, many pupils make frequent spelling and grammatical errors, which affects the standard of their work.

A majority of pupils have suitable number skills and are able to apply them appropriately to new situations. For example, in their chemistry lessons, Year 10 pupils are able to calculate the mass percentage of sodium in sodium hydroxide. A majority of pupils have appropriate measuring and data-handling skills. For example, Year 9 pupils draw detailed cumulative frequency diagrams in order to calculate measurements of average and dispersion. They use their findings to come to appropriate conclusions. However, the numeracy skills of a minority of pupils are not

sound enough. These pupils are over-reliant on using a calculator and do not have effective enough strategies to check their answers.

Many pupils have positive attitudes to learning. They concentrate appropriately and persevere with their work. However, a few pupils do not apply themselves purposefully to their work, and their behaviour disrupts their own learning and that of others.

When they are given an opportunity, many pupils work effectively in pairs and groups. However, many pupils' independent learning skills are not sound enough, mainly because of the lack of opportunities and purposeful and careful planning.

Since the core inspection, the school has introduced an appropriate range of strategies in order to improve pupils' performance in key stage 3 and key stage 4. Leaders have focused on improving provision in order to provide valuable opportunities for pupils to develop their literacy and numeracy skills, in addition to strengthening their subject skills and understanding. Key stage 3 pupils are given beneficial opportunities to write at length for various purposes across many subjects. These beneficial strategies have contributed to sound performance over the last 3 years in the core subjects and the individual subjects in key stage 3. There has been an increase in the number of pupils who attain the higher levels in many subjects. Boys' standards of writing in comparison with those of boys in other schools have also increased since the time of the core inspection.

Since the core inspection, performance in key stage 3 has improved. In key stage 4, the school's performance has fluctuated since the core inspection, but there has been an improvement in a majority of the performance indicators in 2018.

The proportion of pupils who gain five A*-C GCSEs, including Welsh or English and mathematics, has been lower than the performance of similar schools over the last three years, but in 2018, performance was relatively close to that of pupils in similar schools. Performance in the capped points score has been significantly lower than in similar schools over the same period, but has improved in 2018.

Over time, boys' performance has fluctuated but, in 2018, their performance was as good as, or better than, the performance of boys in similar schools in most indicators.

The performance of pupils who are eligible for free school meals has varied over the last three years. In 2018, the performance of these pupils was as good as, or better than, that of their peers in similar schools in a majority of indicators.

R2. Share good practice across the school to boost the quality and accuracy of marking, and pupils' response to teachers' comments

Since the core inspection, the school has strengthened its arrangements to boost the quality of feedback and assessment, and ensure that pupils follow up on teachers' comments.

The assessment, marking and feedback policy ('Asesu, Marcio ac Adborth ar Waith') is clear and purposeful, and is implemented effectively across the school. Since September 2016, the school has strengthened its processes for giving pupils purposeful feedback. In the last year, the school has listened to pupils' views, used

findings appropriately and shared them with teachers. Processes are now more coherent and clear, in order to ensure that feedback gives due attention to the success criteria of tasks, grammatical accuracy and targets on how to improve the quality of work. As a result, the process of providing feedback on pupils' work is useful and is implemented effectively.

Through training and appropriate opportunities to share good practice, the quality of feedback from teachers, in many cases, has been developed and refined. Many pupils respond appropriately to teachers' comments and corrections, and make the necessary improvements to their work. However, there is too much variation in teachers' expectations in terms of the nature of subsequent tasks and the quality of pupils' responses.

Leaders at all levels, including governors, take part in monitoring activities to ensure that teachers comply with the policy when providing feedback and assessing pupils' work. Since January 2018, the school has strengthened its accountability procedures by creating processes for scrutinising books. Many leaders monitor this aspect and ensure that it is implemented effectively in order to ensure consistency in the quality of feedback and an emphasis on improving standards. However, not all departments adhere to the quality assurance calendar for scrutinising work books in order to gain a consistent and clear picture of the quality of feedback in their specific areas.

R3. Reduce the level of temporary exclusions

Ysgol Morgan Llwyd is a very inclusive school, which ensures that all pupils are able to complete their education through the medium of Welsh. Since the core inspection, the school has introduced a number of beneficial strategies in order to support pupils with profound behavioural problems. As a result, the number of fixed-term exclusions has reduced significantly and has been low in every one of the last three years.

Since the core inspection, the school has strengthened its provision to promote pupils' wellbeing and behaviour. This includes re-structuring the pastoral team in order to improve its effectiveness and ensure clear and consistent lines of accountability. Robust strategies have also been introduced, whereby leaders support teachers when there are incidents of misbehaviour in lessons. The school has taken robust action to strengthen the partnership with parents and carers in order to support pupils' wellbeing. The work of the 'Cynnal' (Support) and 'Lles' (Wellbeing) centres, and useful partnerships with external agencies, play a key part in order to provide beneficial support for vulnerable pupils and those with behavioural difficulties. As a result, the number of incidents of serious misbehaviour has reduced over the last three years.

The school has provided appropriate training for all staff on sensible, proactive strategies to reduce the cases of minor disruption in lessons, and on behaviour management methods. Leaders have worked closely with pupils and teachers to revisit the behaviour policy and processes, and have created purposeful and consistent penalty pathways. However, a minority of teachers do not implement these processes consistently and effectively enough, which has an effect on the progress that is made by a few pupils.

R4. Implement the school's self-assessment recommendations and share best practice among all departments to promote excellence

The new headteacher has taken robust action to provide a clear direction and expectations for the school's work and establish purposeful procedures. Following the re-structuring of the senior management team, the roles and responsibilities of senior leaders are clear and sensible. Staff and pupils understand these roles, and lines of accountability are now clear.

Senior leaders have strengthened self-evaluation processes and accountability arrangements. These processes are now more concise and practical. There is an increasing emphasis on ensuring that leaders have up-to-date knowledge of performance at whole-school and departmental levels. Meetings between leaders and middle leaders are held regularly, and there is a clear emphasis on pupils' progress and achievement.

There is a clear calendar of useful self-evaluation, monitoring and quality assurance activities, which includes lessons observations and sessions to scrutinise work, opportunities to seek pupils' views, monitoring arrangements for aspects such as wellbeing, the budget and the curriculum, and systems to track pupils' academic progress. The progress-tracking system has been revised and is now coherent and consistent, and all departments follow the same procedure. Leaders are beginning to make use of information from this system to identify underachievers and monitor pupils' progress. Leaders have strengthened arrangements to seek and act on the views of pupils and parents. There are clear examples of their views influencing decisions, such as revisions to the behaviour policy, changes to the school uniform and modifications to departmental schemes of work. Leaders consider a suitable range of data, but they do not always give enough attention to data in all of its detail.

The calendar of events is implemented consistently at whole-school level. The senior leadership team and many other leaders make appropriate use of the findings of these activities to evaluate their work, and compile and share the findings of these activities effectively, overall. There are now clear expectations for leaders to respond to findings in a timely manner through actions. However, a minority of middle leaders are not effective enough in terms of conducting quality assurance and self-evaluation activities, or in terms of acting on findings.

On the whole, leaders are honest and evaluative when evaluating performance, and they have a good understanding of most of the strengths and areas for improvement. However, middle leaders' awareness of all of the strengths and areas for improvement in their departments, particularly in terms of pupils' skills and progress and the quality of teaching, is too varied. Overall, self-evaluation processes do not give enough attention to evaluating pupils' skills.

Despite the improvements in terms of establishing suitable self-evaluation systems and practices, the school's work to improve the quality of teaching has not been strategic enough. Overall, meetings do not give enough attention to teaching and there is not a clear enough strategy in terms of a long-term vision and follow-up to training on teaching.

Effective action by leaders has led to improvements according to teachers' assessments in key stage 3 and in a majority of performance indicators in key stage 4, high attendance, a reduction in the number of exclusions and a better understanding by leaders of their roles. However, these procedures have not had enough of an effect on ensuring consistently effective teaching and, despite the improvement in key stage 4 outcomes, pupils' performance in a minority of indicators, including mathematics, English and 5 grade A*-A GCSEs or equivalent, continue to be areas for improvement.

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