



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 Bro Gwaun
Heol Dyfed
Fishguard
Pembrokeshire
SA65 9DT**

Date of visit: October 2016

by

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

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The monitoring team

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Outcome of monitoring

Ysgol Bro Gwaun is judged to have made sufficient progress in relation to the recommendations following the core inspection in April 2012.

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

Recommendation 1: Raise standards in key stage 3 and key stage 4, particularly among boys

Strong progress in addressing the recommendation

Since the core inspection in 2012, the school has improved its performance in all of the key indicators at key stage 4. Provisional data indicates that performance in the majority of the key indicators in 2016 places the school either in the upper 50% or top 25% of similar schools in terms of eligibility for free school meals.

Provisional data for 2016, shows that the school has made solid progress in those indicators which include English or Welsh and mathematics.

Performance in the level 2 threshold including English or Welsh and mathematics has improved by over eight percentage points on 2015 figures. However, this performance places the school in the lower 50% of similar schools.

Provisional data indicates that performance in the core subject indicator in 2016 has improved by over nine percentage points on 2015 figures and places the school in the upper 50% of similar schools.

Provisional data for 2016, shows that performance in the level 2 threshold has improved steadily over the last three years and now places the school in the upper 50% of similar schools.

The capped points score has also improved, although the school remains in the lower 50% of similar schools.

Performance in the level 1 threshold has improved consistently since the core inspection and, based on provisional data, 2016 is the first year for all pupils to attain this threshold.

Since 2014 there has been a decline in the proportion of pupils gaining five A*- A grades at key stage 4. Performance in this indicator has been well below the average for the family of schools in recent years.

During the last four years there has been an improving trend, overall, in performance in the core subjects individually at level 2.

Based on provisional data, performance in English has improved significantly in 2016 with an increase of nearly 12 percentage points on 2015 outcomes. This places the school in the upper 50% of similar schools.

Performance in Welsh first language has fluctuated since the core inspection. Provisional data indicates that the school has made strong progress in 2016. This performance places the school in the top 25% of similar schools.

Provisional data indicates that performance in mathematics has improved in 2016. However, this outcome continues to place the school in the lower 50% of similar schools.

The school has continued to build upon the significant improvement made in science in 2015. Based on provisional data, outcomes in 2016 place the school in the top 25% of similar schools.

At key stage 3, the proportion of pupils attaining the core subject indicator has improved annually since the core inspection. Performance in 2016 is slightly below the average for the family of schools. This performance places the school in the upper 50% of similar schools for the second consecutive year.

The proportion of pupils gaining level 5 or better in English and mathematics remains below the average for the family of schools and places the school in the lower 50% of similar schools. Performance in Welsh first language places the school in the top 25% of similar schools. Performance in science places the school in the upper 50% for the second consecutive year. The proportion of pupils gaining the higher levels in Welsh first language and science is above the average for the family of schools. However, performance in English and mathematics at the higher levels is below the average for the family of similar schools.

The school's strategies to improve the performance of boys have had a positive impact at both key stage 3 and key stage 4.

At key stage 3, for the first time since the core inspection, boys outperformed girls in the core subject indicator in 2016 and their performance is in-line with the average for boys in the family of schools.

At key stage 4, provisional data shows that the performance of both boys and girls has improved in nearly all indicators in 2016. The performance of boys has improved significantly since the core inspection in the key indicators that include English or Welsh and mathematics. Boys' performance in English improved by more than 18 percentage points in 2016. This has contributed to strong improvement in the level 2 threshold including English or Welsh and mathematics and the core subject indicator. The gap in performance between boys and girls has narrowed in nearly all indicators.

Provisional data shows that the performance of pupils eligible for free school meals has improved in all key indicators since the core inspection. All of these pupils achieved the level 1 threshold in 2016 and most achieved the level 2 threshold.

Pupils' attendance has improved since the core inspection. However, attendance figures have placed the school in the bottom 25% of similar schools based on eligibility for free school meals for the past four years.

Nearly all pupils behave well in lessons. In nearly all lessons, most pupils display positive attitudes towards their learning and are engaged in their work. These pupils sustain concentration well and are respectful of each other and their teachers. In many lessons, pupils work well independently and in pairs and groups. In these lessons, many pupils build successfully on their prior learning and apply their knowledge and skills effectively to new situations. Many pupils participate fully and express themselves clearly and thoughtfully. In a very few lessons, a few pupils do not work well independently and rely too much on the teacher.

Recommendation 2: Improve the quality of pupils' handwriting, presentation and spelling

Strong progress in addressing the recommendation

Since the core inspection, the school has made valuable progress in improving the standard of pupils' handwriting and presentation. Most teachers now have high expectations of pupils' handwriting and the presentation of their work. As a result, many pupils take pride in their work and the presentation of their work is now of a high standard.

Many teachers across the school promote the importance of accurate spelling effectively. Nearly all classrooms have useful resources to help pupils improve their spelling. Most teachers highlight basic spelling errors regularly in their marking and many pupils respond appropriately.

The school has introduced a range of effective intervention strategies to improve pupils' spelling and handwriting. These include the handwriting club and focused literacy sessions. There are clear criteria for identifying pupils who require this level of support and for tracking their progress. Pupils value this help and many make sound progress in relation to their individual needs and abilities.

Recommendation 3: Increase the scope and rigour of self-evaluation

Strong progress in addressing the recommendation

Since the core inspection, the school has worked successfully to increase the scope and rigour of self-evaluation. More effective self-evaluation and subsequent planning for improvement has contributed to improvements in nearly all of the key indicators at key stage 4 and in other important aspects such as the quality of teaching.

Leaders at all levels now have a clearer and more accurate picture of the school's strengths and weaknesses. As a result, they are able to prioritise key areas for improvement more effectively. Most leaders, especially at senior level, have a better understanding of data and use this well to track pupil progress carefully and to implement timely interventions.

Leaders use a range of useful strategies to make informed judgements about the school's work. These include lesson observations, regular scrutiny of pupils' work and increasing opportunities to gain the views of pupils. Departmental reviews carried out by senior leaders are succinct and focused and provide a helpful evaluation of many aspects of each department's work. However, all leaders are not fully involved in all of these processes. As a result, their ability to make well-informed judgements is limited.

The whole-school self-evaluation report is a more honest and evaluative document than in previous years. It contains suitable analysis of the school's performance in most of the key indicators and appropriately identifies important shortcomings. As a result, the report provides a sound basis for improvement planning.

The school's overall appraisal of the quality of teaching is more accurate and appropriately identifies common strengths and weaknesses. In many lessons, teachers plan well and use questioning effectively to probe and extend pupils' understanding. In these lessons, teachers offer pupils a good level of challenge and have higher expectations of what pupils can achieve. Many teachers provide helpful support to pupils and enable them to work well independently. In a few lessons, there is over-direction by teachers and pupils' understanding is not checked thoroughly enough.

Many departmental self-evaluation reports contain appropriate analyses of data and consider a suitable range of evidence. However, the quality of departmental self-evaluation reports and resulting improvement plans is too variable. A majority of departmental self-evaluation reports remain too descriptive and a few improvement plans do not prioritise areas for improvement well enough.

Recommendation 4: Improve the consistency and impact of marking

Satisfactory progress in addressing the recommendation

Since the core inspection, the school has made effective progress in improving the consistency and impact of marking. As a result, the quality of marking and feedback to pupils has improved and is beginning to have a positive effect on standards and their progress in lessons.

Many teachers apply the revised marking policy consistently across the school. They ensure that pupils complete tasks and provide useful comments on how to improve the quality of their work. However, a minority of teachers' comments do not focus sufficiently on key areas for improvement.

A majority of pupils respond to teachers' comments appropriately and a few respond effectively. A majority of pupils use success criteria to evaluate their own work and that of their peers successfully.

The use of marking strategies to extend higher ability pupils is progressing suitably. However, this remains underdeveloped and has yet to have an impact on standards.

Leaders now monitor the application of the whole-school marking policy more rigorously. They evaluate the performance of individual teachers and departments and identify appropriate areas for improvement. Teachers then receive relevant feedback and support to improve their practice. However, this is at an early stage of development and it is too early to measure its impact on the quality of marking across the school.

Recommendation 5: Develop the role of governors as critical friends of the school

Strong progress in addressing the recommendation

Since the last monitoring visit, the school has made significant progress in developing the role of its governors as critical friends.

The governing body's scrutiny panel provides a valuable forum for governors to assess the school's progress against its development plan. The school now provides accurate information for governors, including information about the school's performance in relation to that of similar schools. Governors use this information to challenge the school appropriately in all aspects of its work.

Governors now have a good awareness and understanding of whole-school and individual departments' strengths and areas for development. The school improvement panel receives comprehensive and honest evaluations of the school's performance from middle leaders. As a result, governors provide frequent and worthwhile challenge to school leaders.

The role of link governors is well established. They take an active part in beneficial activities such as learning walks, scrutiny of pupils' work and departmental meetings. As a result, governors are well-informed of the standards and progress within their allocated departments.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.