



*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

**Report of visit  
Level of follow-up: Estyn monitoring**

**Ysgol Bro Gwaun  
Heol Dyfed  
Fishguard  
Pembrokeshire  
SA65 9DT**

**Date of visit: September 2014**

**by**

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

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**The monitoring team**

Ceri Jones	Reporting Inspector
Huw Collins	Team Inspector
Marian Phillips	Local authority representative

## Outcome of monitoring visit

Ysgol Bro Gwaun is judged to have made insufficient 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 increasing the level of follow-up activity.

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations.

Estyn inspectors will re-visit the school in about 12 months' time to inspect progress against the recommendations.

## Progress since the last inspection

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

This recommendation has been partly addressed.

Since the time of the core inspection, the school has not made enough progress in improving the performance of most of the key indicators in key stage 4. The school has made suitable progress in improving standards overall in key stage 3. In the majority of key indicators in key stage 3 and key stage 4, boys do not perform well enough.

In key stage 4, in 2013, performance in the level 2 threshold including English or Welsh and mathematics dropped below that attained at the time of the core inspection. This attainment placed the school in the bottom 25% of similar schools based on free-school-meal eligibility, below the average for its family and below modelled expectations. Provisional data for 2014 shows a similar level of performance in this indicator, again placing the school in the bottom benchmark quarter and below the family average.

Since the time of the core inspection, performance in the core subject indicator has dipped below that achieved at the time of the core inspection. Performance in 2013 placed the school in the lower 50% of similar schools based on free-school-meal eligibility and below the average for its family of schools. Provisional data for 2014 shows a further decline in this indicator, placing the school in the bottom benchmark quarter and below the family average. Since the time of the core inspection, performance in the level 2 threshold has improved, placing the school in the upper 50% of schools based on free-school-meal eligibility but below the average for its family of schools. Provisional data for 2014 shows that the school has maintained a similar level of attainment in this indicator, placing it below its family average and in the lower benchmarking group. Performance in the capped point score improved in 2013, placing the school in the top 50% of similar schools but below the family average. Provisional data for 2014 shows a decline in this indicator, below the average for the family and placing the school in the bottom benchmarking quarter.

Since the core inspection, attainment in the level 1 threshold has improved. However, this performance still places the school in the bottom 25% of similar schools and below the average for the family.

Since the core inspection, performance in English at key stage 4 has declined significantly. In 2013, this performance placed the school in the bottom 25% of schools based on free-school-meal eligibility and well below the average for its family. Provisional data for 2014 shows a slight improvement in this indicator, placing the school in the bottom 25% of schools based on free-school-meal eligibility and well below the average for its family.

At the time of the last monitoring visit, performance in mathematics at level 2 had improved and placed the school in the upper 50% of schools based on free-school-meal eligibility but below the average for its family. However, provisional data for 2014 shows a decline in this indicator, placing the school below the family average and in the bottom benchmarking quarter. In 2012 and 2013, performance in Welsh at level 2 placed the school in the top 25% based on free-school-meal eligibility and around the family average. However, provisional data for 2014 shows a steep decline in this indicator placing the school below the family average and in the bottom benchmarking quarter.

In 2013, performance in the core subject indicator in key stage 3, improved. However, performance in this indicator was below the family average and placed the school in the bottom quarter of schools based on free-school meal-benchmarks. In 2014, performance in this indicator improved but still remains in the lower benchmarking quarter and below the average for the family.

In 2013, the proportion of pupils attaining level 5 or above in English improved, but placed the school below the average for the family of schools and in the bottom benchmark quarter. In 2014, this proportion increased and now places the school in the lower half of similar schools according to free-school-meal eligibility and below the average for the family of schools.

In 2013, the proportion of pupils attaining level 5 or above in mathematics was below the family average and placed the school in the bottom benchmarking quarter. In 2014, performance in this indicator improved but remains below the family average and continues to place the school in the bottom benchmarking quarter.

Performance in science improved in 2014 but places the school in the lower half of similar schools according to free-school-meal benchmarking and is below the family average. Since 2011, performance in Welsh first language has been consistently high and in 2014 places the school in the top quarter of schools based on free-school-meal eligibility.

The school's working group to improve boys' performance has introduced an appropriate range of activities such as refining teaching strategies to introduce an element of competition in lessons and close tracking of boys' attainment. These have helped lead to suitable progress in boys' attainment in a few areas such as mathematics in key stage 4 and in Welsh in key stage 3. However, these strategies have not been successful enough in improving boys' performance in important areas such as English in key stage 4, or the core subject indicator in key stage 3.

Provisional data for 2014 shows that the gap between boys' and girls' performance in the level 2 threshold including English or Welsh and mathematics has reduced since the time of the core inspection. However, overall performance in this indicator has not improved enough. Provisional data for 2014 shows that the gap between the performance of boys and girls in the core subject indicator has reduced since the time of the core inspection. However, overall performance in this indicator has declined. Provisional data for 2014 shows that the gap between boys' and girls' performance in the level 2 threshold increased significantly when compared with that in the previous two years and is greater than it was at the time of the core inspection. In 2014, provisional data shows that the gap between the performance of boys and girls in English has increased when compared with that seen in the core inspection. Provisional data for 2014 shows that boys continue to out-perform girls in mathematics level 2. However, overall performance in this indicator has not improved enough and the performance of girls is well below the average for girls in the family of schools.

In key stage 3, in 2014, the gap between the performance of boys and girls in the core subject indicator is slightly less than at the time of the last monitoring visit but significantly greater than it was at the time of the core inspection. In 2014, the gap between boys' and girls' performance in mathematics and science at level 5 or above is greater than the family average and wider than at the time of the core inspection. In 2014, the gap between the performance of boys and girls in reading reduced when compared with that in 2013 but is still greater than that of the family. In 2014, the gap between the performance of boys and girls in writing and oracy at level 5 or above has increased since 2013 and is greater than that of the family. Since 2011, the performance of both boys and girls at level 5 or above in Welsh first language is consistently very good and in 2014 there is no gender gap.

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

This recommendation has been partly addressed.

Since the time of the core inspection, the school has made suitable progress in improving the quality of pupils' handwriting, presentation and spelling. The school has made appropriate revisions to its marking and presentation policies and these are now used consistently in most departments. Regular monitoring of books by senior and middle leaders has resulted in raising pupils' awareness of the importance of good presentation. A minority of pupils in key stage 3 attend a 'handwriting club' and most of these have made appropriate improvements in their handwriting and presentation. The school continues to provide a range of relevant intervention programmes for specific groups of pupils to improve their spelling in key stage 3. These have had a suitable impact on improving pupils' spelling.

The school has introduced a discrete timetabled lesson for key stage 3 pupils to focus on improving their spelling. All departments employ useful strategies to improving pupils' spelling at the beginning of specific timetabled lessons. Most teachers pay suitable attention to the spelling of subject specific terms and focus appropriately on developing this skill in their marking. The school provides parents with useful guidance on how to help their children improve their spelling.

Standardised tests show that more than a half of pupils in key stage 3 make suitable improvements in their spelling and this has contributed to improving their reading and writing. In key stage 4, evidence from the school indicates that targeted groups have made appropriate progress in spelling in their controlled assessments as a result of additional support sessions. However, this work has not had enough impact on outcomes in English at key stage 4.

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

This recommendation has been partly addressed.

Since the core inspection, the school had made suitable progress in increasing the scope and rigour of self-evaluation. This has led to suitable improvements in areas such as the quality of marking and feedback to pupils and pupils' spelling. There have also been improvements in the performance of most indicators in key stage 3 and in a minority of indicators in key stage 4. However, self-evaluation and subsequent planning for improvement have not had enough impact on the majority of important indicators in key stage 4 or helped to improve the performance of boys.

Since the time of the core inspection, leaders at all levels have continued to gather a wide range of suitable evidence from a calendared programme of lesson observations, scrutiny of pupils' work and through canvassing the opinions of pupils and parents. Senior leaders, aided by the local authority, have continued to conduct reviews of departments, and these offer useful advice to bring about improvements.

The whole-school self-evaluation report includes a suitable appraisal of standards and highlights important areas for improvement in leadership. However, the report does not always evaluate its provision in the light of its impact on standards. Most departmental self-evaluation reports include suitable analyses of pupils' performance. However, a few middle leaders do not compare the performance of pupils in their departments with that in other schools rigorously enough. Leaders at all levels track pupil performance closely. However, the impact of additional interventions offered by the school to improve the performance of pupils at risk of underachieving was limited by low attendance of targeted pupils in these sessions.

### **Recommendation 4: Improve the consistency and impact of marking**

This recommendation has been partly addressed.

Since the core inspection, the school has made satisfactory progress in improving the consistency of marking across the school. These improvements have contributed towards suitable improvements in key stage 3. Although the quality and consistency of marking in the majority of subjects has improved, there has not been enough impact on raising standards in important areas in key stage 4.

Leaders at all levels undertake regular and close monitoring of pupils' books and planners to check the implementation of the whole school marking policy. The senior management team provide departments with useful feedback and action points following the monitoring to make sure that all staff apply the marking policy consistently and effectively. However, leaders do not do enough to ensure that all teachers respond to issues such as setting appropriate targets for improvement or ensuring that pupils complete unfinished or missed work.

The introduction of the whole-school marking policy and further staff training have improved teachers' understanding of the importance of careful marking and effective feedback to pupils on their work. Many teachers provide pupils with useful and constructive comments on their work, indicate clearly areas for improvement and set appropriate targets for future development. Many teachers identify incomplete or inaccurate work in pupils' books, but do not always make sure that pupils correct or complete the work as directed.

Teachers provide pupils with useful advice on how to improve their spelling and grammar. In most subjects, teachers encourage a suitable dialogue on how to improve the quality of their work. However, a few of these exchanges lack purpose because they do not focus on fundamental areas for improvement, such as how to improve subject specific skills. In many subjects, pupils evaluate their own work and that of their peers, and set appropriate targets for improvement.

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

This recommendation has been partly addressed.

Since the time of the core inspection, the school has made suitable progress in developing the role of its governors as critical friends. The school and local authority have provided useful training for governors in the analysis of performance data and how to behave as critical friends. Governors have challenged the school to increase attendance levels and supported the school well in addressing financial issues. These actions have contributed to a reduction in the budget deficit and an improvement in pupils' attendance.

Governors have met with three of the four core subject leaders and led suitable discussions about their progress against whole-school and departmental targets. As a result of these meetings, link governors have a better understanding of performance data and specific issues faced by their link departments. Link governors are very supportive, but their challenge to departments has not been successful enough in bringing about the required improvements in important areas.

<b>Recommendations</b>
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In order to maintain and improve on this progress, the school should continue to work towards meeting the inspection recommendations that have not yet been largely or fully addressed.