



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**

**St Julian's Comprehensive School
Heather Road
St Julian's
Newport
NP19 7XU**

Date of visit: June 2017

by

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

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The monitoring team

Tony Sparks	Reporting Inspector
Karen Newby Jones	Team Inspector
Stephen Davies	Team Inspector
Ian Dickson	Team Inspector

Outcome of monitoring

St Julian's School is judged to have made insufficient progress in relation to the recommendations following the core inspection in December 2014.

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 special measures are required in relation to this school. The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will visit the school in approximately 3 months to evaluate the quality of the plan.

Induction for newly qualified teachers (NQTs) (providers in special measures only)

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013(1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

Progress since the last inspection

Recommendation 1: Improve standards in key stage 3 and key stage 4

Limited progress in addressing the recommendation

Following the core inspection, performance at key stage 4 in 2015 fell in every indicator. In 2016, it was slightly better than at the time of that inspection in half of the indicators but much lower in the rest. Overall, performance in 2016 compares poorly with that in similar schools. This comparison is much weaker than at the time of the inspection. In each of the last three years, most pupils have made significantly less progress than expected from previous key stages.

In 2016, performance in the level 2 threshold including English and mathematics is very close to where it was when the school was inspected. However, in each of the last two years it has fallen further below modelled outcomes and does not compare favourably with similar schools. In 2016, performance in the capped points score is much lower than at the time of the inspection. It has fallen further below modelled outcomes and continues to compare poorly with similar schools.

In 2016, performance in the level 2 threshold is much lower than at the time of the core inspection, as is the proportion of pupils who achieve five GCSE passes at grades A or A*. Neither compares well with similar schools.

Performance at key stage 3, in 2016, is higher than at the time of the core inspection in every indicator. However, it compares poorly with that in similar schools in all indicators, and performance in the core subject indicator remains below modelled outcomes.

In 2016, the performance of boys at key stage 4 fell in many indicators, largely due to their performance in science. Their performance is below the average for boys in similar schools in all indicators. Although the performance of girls improved in the majority of indicators, it remains below the average for girls in similar schools in many. Since the core inspection, the performance of boys and girls at key stage 4 has been below the averages for boys and girls respectively in similar schools in most indicators.

The performance in 2016 of pupils eligible for free school meals is below the average for the same group of pupils in similar schools in all indicators at key stage 3 and key stage 4. This is slightly weaker than at the time of inspection.

In a majority of lessons, just over half of pupils make suitable progress. In a few lessons, many pupils make better progress, and recall previous learning securely. Many pupils behave well and display positive attitudes to their learning. A minority have limited concentration and lack resilience in their work, and this impedes their progress.

Many pupils listen with respect and attention during lessons. The minority who do not, miss important information and instructions. A majority of pupils are willing and able to make brief verbal contributions, usually in response to the teachers' questions. A few provide confident and well-developed responses, using subject specific vocabulary appropriately. However, a minority of pupils make little or no contribution to class or group discussions, due to a lack of effort or of confidence in their verbal skills.

Many pupils skim and scan suitably to retrieve information from various texts but only a few use inference and deduction suitably, for example to enhance their understanding of themes in Steinbeck's 'Of Mice and Men' or to examine the causes of the Russian revolution. A very few pupils synthesise well, such as when considering different historical sources regarding the social and political challenges in America at the start of the 20th century. However, around half of pupils do not possess a sufficient range of reading strategies to enable them to make good enough progress.

Many pupils understand the purpose of their writing but only a few have a secure sense of audience. As a result, they make incorrect language choices and their writing lacks the correct tone. A few more able pupils produce writing that is technically secure, structured well and occasionally very engaging. However, many pupils do not take sufficient responsibility for improving the accuracy and content of their writing before they hand it to the teacher. This contributes to them continuing to

make the same basic errors in their work.

A majority of pupils make suitable progress in developing basic measurement and calculation skills in subjects other than mathematics. This includes looking at time zones, currency exchange rates and the rate of population increases.

Recommendation 2: Improve the co-ordination and planning for progression in developing literacy and numeracy

Satisfactory progress in addressing the recommendation

Since the core inspection, the school has implemented various useful strategies to support the development of pupils' literacy and numeracy skills. This includes helpful professional development opportunities for teaching staff and the inclusion of all aspects of the literacy and numeracy framework in schemes of work. However, these strategies have not always been considered well enough, applied consistently or coordinated effectively. Consequently, they have not improved provision sufficiently or had enough impact on the standards that pupils achieve.

The majority of pupils are provided with appropriate opportunities to produce extended writing in different subjects. However, the school's approach to providing pupils with feedback on their literacy skills is not applied consistently and has had insufficient impact on improving pupils' writing in particular. In addition, the school's approach to supporting the development of pupils' reading and numeracy skills remains underdeveloped.

The school uses national test data and other standardised testing suitably to monitor pupils' progress in the development of their skills. However, it is unable to assess the quality of provision and how well pupils use their skills in different contexts. This is because work scrutiny and lesson observations do not consider well enough the impact that teaching has on pupils' skills. Neither do they provide a sufficiently detailed and accurate evaluation of the standards of pupils' literacy and numeracy.

Recommendation 3: Improve the quality and consistency of teaching, marking and assessment

Limited progress in addressing the recommendation

Since the core inspection, the school has introduced relevant strategies to strengthen and review teaching and assessment. However, these have not had sufficient impact on the quality of provision or on the standards that pupils achieve.

Most teachers demonstrate sound subject knowledge and many promote positive working relationships with pupils. A majority of teachers plan well-structured lessons that promote pupil engagement and enable beneficial pair and group work. In a few lessons, teachers use an appropriate mix of open and directed questioning to ensure that pupils contribute to discussions and deepen their understanding.

In a majority of lessons, teachers have insufficiently high expectations of pupils. They set tasks that occupy pupils but that do not challenge them well enough. In

these lessons, teachers' questioning is often weak and they do not monitor pupils' progress well enough.

A minority of teachers provide clear written feedback that helps pupils improve specific aspects of their work. As a result, a minority of pupils make suitable improvements to their work based on the feedback they receive. However, many pupils do not respond well enough to teachers' advice. In addition, many teachers' comments are frequently too generous, giving too much praise for minor accomplishments. Overall, feedback does not have sufficient impact on improving the standard of pupils' work.

A number of relevant and helpful professional learning sessions have taken place to address key aspects of teaching and assessment, through strategies such as 'Praise/Raise' and 'Dedicated Improvement Reflection Time'. However, these initiatives have had limited impact on improving the quality of teaching. Many teachers include the suggested strategies in their planning, but only a few implement them successfully.

Senior and middle leaders gather a suitable range of first hand evidence in order to evaluate the school's work. However, there is too much variation in the quality of lesson observation records and work scrutiny. Overall, evaluations are too generous, not least because the school's system does not distinguish sufficiently between pupil progress and aspects of teaching. Consequently, the school has too positive a view of teaching and assessment, and does not have a clear understanding of the strengths and areas for development.

Recommendation 4: Improve self-evaluation and improvement planning

Limited progress in addressing the recommendation

Since the core inspection, the school has refined suitably its self-evaluation and improvement planning processes. However, this has not been effective in securing sufficient improvements in important areas of the school's work such as the quality of teaching and the standards that pupils achieve.

The school's self-evaluation report does not give sufficient weight to important areas that require significant improvement. This includes the progress pupils make, particularly by the end of key stage 4, and the performance of boys.

Self-evaluation at all levels provides an overly positive view of the quality of provision and of leadership. This makes it very difficult for the school to identify precisely the areas that are most in need of improvement. Furthermore, many of the actions identified to bring about the improvements required are not sufficiently robust or precise.

The school has taken suitable actions to involve middle leaders fully in departmental self-evaluation and improvement planning processes. Overall, the quality of departmental self-evaluation and improvement planning is too variable.

Recommendation 5: Strengthen the role of middle leaders so that they are fully accountable for standards, provision and the quality assurance of the work of their departments

Limited progress in addressing the recommendation

Since the core inspection, the school has improved processes for holding middle leaders to account and to strengthen their roles within the school. However, most middle leaders have not been held to account robustly enough by senior leaders, who endorse overly generous judgements on the quality of teaching and leadership within departments.

Regular line management meetings now have a common agenda and a suitable focus on pupil performance. However, these meetings do not generate clear, robust action points that are followed up, nor do they include sensible timescales.

Most middle leaders have a clear understanding of their roles and responsibilities. They make appropriate use of first hand evidence, including pupil performance data and lesson observations, to inform their departmental reviews and action plans. However, there is too much variability in quality assurance by middle leaders.

Only a few middle leaders have an accurate view of the strengths and priorities for improvement within their subject areas. Consequently, most departmental improvement plans do not focus sharply or robustly enough on the most important areas in need of improvement.

Recommendation 6: Meet statutory requirements for the annual report to parents on their child's progress

Very good progress in addressing the recommendation

We reported in a previous monitoring visit that the school now meets statutory requirements and provides a full annual report to parents on their child's progress.

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.