



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**

**Barry Comprehensive School
Port Road West
Barry
Vale of Glamorgan
CF62 8ZJ**

Date of visit: September 2016

by

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

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The monitoring team

Tony Sparks	Reporting Inspector
Lowri Jones	Team Inspector
Farrukh Khan	Team Inspector
Bethan Whittall	Team Inspector

Outcome of monitoring

Barry Comprehensive School is judged to have made sufficient progress in relation to the recommendations following the core inspection in March 2013.

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: Improve standards in Welsh second language and at key stage 3

Strong progress in addressing the recommendation

Performance in all key stage 3 indicators has improved year on year since the core inspection in March 2013. In 2016, performance in the core subject indicator is above modelled outcomes for the first time since the inspection. This places the school in the upper 50% of similar schools based on eligibility for free school meals after placing it in the bottom 25% at the time of the inspection. Performance in English in 2016 places the school in the lower 50% of similar schools after placing it in the bottom 25% at the time of the inspection. Performance in science and in mathematics placed the school in the lower 50% of similar schools at the time of the inspection. However, in 2016, much improved performance places both subjects in the top 25% of similar schools.

In 2016, the performance of boys is above the average performance of boys in similar schools and nationally in all key stage 3 indicators. At the time of the inspection, performance was below both averages in all of these indicators.

Performance in all key stage 4 indicators dipped significantly in 2013. However, in 2015, performance in all indicators was higher than at the time of the inspection. The performance was also above the average for boys in the family in most indicators and above the average for boys nationally in half of the indicators, as was the case at the time of the inspection. The school's unverified data for 2016 suggests considerable improvements on 2015 performance in the majority of indicators particularly the level 2 threshold including English and mathematics, in English, mathematics and in the core subject indicator. This data also suggests considerably better performance than at the time of the inspection in most indicators.

In 2015, performance in the level 2 threshold including English and mathematics rose nearly 13 percentage points and was higher than the average for boys in the family of schools. It was also over five percentage points higher than at the time of the inspection and placed the school in the upper half of similar schools. Performance in the capped points score also improved and placed the school in the lower 50% of similar schools after placing it in the bottom 25% in each of the two years following the inspection.

At the time of the inspection, pupils at the end of key stage 3 made less progress than expected in all indicators, and significantly less in many. In 2015, pupils at the end of key stage 3 and key stage 4 made better than expected progress from previous key stages in most indicators.

Performance in Welsh at key stage 3 has improved considerably since the core inspection. In 2016, this places the school in the lower 50% of similar schools after placing it in the bottom 25% at the time of the core inspection. However, performance at key stage 4 remains weak. In 2016, unverified data suggests that less than a third of pupils achieved a level 2 pass in Welsh. In addition, since the core inspection, the school has not entered close to a quarter of pupils for a level 2 qualification in Welsh.

Recommendation 2: Improve attendance and punctuality

Strong progress in addressing the recommendation

Since the core inspection, the rate of attendance has improved year on year and has been above modelled outcomes for the past two years. In 2015 and 2016, this places the school in the top 25% of similar schools.

Persistent absenteeism has fallen by around 20 percentage points since the core inspection. In 2016, it is lower than the family and national averages.

The attendance of pupils eligible for free school meals has improved at a faster rate than that of other pupils in the school. In 2015, the attendance of these pupils was considerably higher than at the time of the core inspection. It was also above the average attendance of the same pupils in similar schools and nationally.

The school has effective procedures for promoting good attendance. These include valuable communication with parents, and staff working together successfully to identify emerging patterns of poor attendance in order to address them in a timely manner.

Since the core inspection, the school has introduced effective processes to improve pupils' punctuality at the start of the day and to lessons. A visible staff presence outside classrooms and in corridors encourages pupils to be on time to their lessons. During the monitoring visit, most pupils were punctual and attendance was good overall.

Recommendation 3: Ensure that all pupils behave well in lessons and have positive attitudes to their learning

Strong progress in addressing the recommendation

Since the core inspection, the school has introduced effective strategies to improve pupils' behaviour and their attitudes to learning. During the monitoring visit, most pupils behaved well in and around lessons and displayed positive attitudes to their learning. Many displayed a strong interest in and enthusiasm for their work. A very few pupils became distracted too easily and engaged in off-task activities.

The school's behaviour policy now includes a helpful, staged response to incidents of poor behaviour. Staff apply this approach consistently and it is understood well by most pupils. The appropriate use of internal exclusion also contributes helpfully to improved pupil behaviour and a reduction in fixed term exclusions.

Senior staff presence during lesson changeovers, break times and lunchtimes encourages pupils to behave well. In addition, all staff have received useful training in behaviour management techniques.

Recommendation 4: Address the shortcomings in teaching

Strong progress in addressing the recommendation

Since the core inspection, the school's work on improving teaching has had a positive impact on the quality of lessons and the standards pupils achieve.

Many teachers plan lessons well to build effectively upon pupils' prior learning and to focus well upon developing their skills. They have suitably high expectations and provide an appropriate level of challenge to pupils of all abilities. They secure pupils' engagement by matching tasks and resources well to their needs and interests. In many lessons, teachers check pupils' progress, and their understanding of new and prior learning, regularly. They question pupils effectively and probe their understanding skilfully. In these lessons, pupils make strong progress.

In a few lessons, teachers do not provide sufficient support and appropriate challenge for pupils of low or high ability. These teachers do not use assessment opportunities effectively to check whether pupils are ready to move on in their learning. In a very few lessons, teachers do not provide resources which are matched well enough to pupils' needs and interests.

The school has a comprehensive programme of professional development opportunities to improve teaching. This meets the different needs of individual teachers effectively and responds successfully to whole school teaching priorities. There is a valuable programme of support for teachers whose lessons, when observed, have important shortcomings. This has a positive impact on the practice of many of them. The school also makes effective use of external support to improve teaching.

The school has strengthened its processes for judging the quality of teaching. For example, the school now makes judgements based on a wider range of evidence. However, the quality of lesson observations is too variable and the majority do not focus sufficiently on pupils' progress in lessons.

Recommendation 5: Increase the consistency of the marking of pupils' work and fully implement the system for tracking and supporting all pupils' progress

Satisfactory progress in addressing the recommendation

Since the time of the core inspection, the school has improved its marking and assessment policy and procedures. This is beginning to contribute to improving the standards pupils achieve.

Guidance on marking and target setting provides generally useful support for all subjects. Valuable professional development sessions have given teachers insight into good practice in marking. There are worthwhile, calendared opportunities for whole school and departmental work scrutiny. However, a few departments do not monitor well enough the standard of pupils' work or the quality of teachers' comments and advice.

Many teachers provide valuable diagnostic comments and guidance for pupils on how to improve their work. However, there remains too much inconsistency in the quality of marking both within and between departments. Opportunities for pupils to take responsibility for improving the content and technical accuracy of their work remain underdeveloped.

The school has a robust and well-organised tracking system to assess and record pupils' progress. Data is analysed well and used successfully to monitor progress, identify underperformance and to target appropriate intervention. This has helped pupils, particularly at key stage 4, to make good progress in the most important indicators.

Recommendation 6: Provide a daily act of collective worship

Very good progress in addressing the recommendation

Since the time of the core inspection, the school has provided form tutors with an appropriate range of resources to support the daily act of collective worship.

Form tutors provide pupils with beneficial opportunities to focus and reflect on class discussions relating to the messages and themes presented. The school monitors regularly the use form-tutor time and has carried out a useful evaluation of it.

The school meets the statutory requirement to provide a daily act of collective worship.

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.