

# **GOWERTON SCHOOL**



## **WHOLE SCHOOL SELF EVALUATION REPORT**

**November 2017**

## School Context

Gowerton School is an English-medium 11 to 19 mixed comprehensive school maintained by Swansea local authority. Currently there are 1,107 pupils on roll which is lower than at the time of the last inspection when there were 1,212. The number in the sixth form is also lower at 114 compared with 158 in 2011.

The school serves the village of Gowerton itself, Waunarlwydd and the villages of the North Gower peninsula. Around 13% of pupils are eligible for free school meals, which is lower than the national average of 17.1%. Just under 20% of pupils live in the 20% most deprived areas in Wales. Most pupils are white, British and 7.8% pupils come from an ethnic minority background, which is just slightly lower than the average for Wales. Very few pupils speak English as an additional language. No pupils speak Welsh as a first language or to an equivalent standard. Just under a third of pupils are on the special educational needs register, and 4.8% of pupils have a statement of special educational needs. This is higher than the national averages of 25.1% and 2.4% respectively. The school hosts a specialist resource base for pupils with an Autistic Spectrum Disorder.

Mr Nigel Jones, Headteacher, took up his post in September 2016. The Senior Leadership Team consists of one Deputy Headteacher, and two Assistant Headteachers. The individual school budget per pupil for Gowerton School in 2016-2017 means that the budget is £4,412 per pupil. The maximum per pupil in the secondary schools in Swansea is £6,326 and the minimum is £3,942. Gowerton School is ninth out of the 14 secondary schools in Swansea in terms of its school budget per pupil.

The school is currently a 'digital pioneer school'. This means that it is working with the Welsh Government and other digital pioneer schools to develop and pilot a Digital Competency Framework for Wales.

### Family of Schools:

Archbishop McGrath Catholic School	1
Cardinal Newman R.C.	2
Ysgol John Bright	3
Connah's Quay High School,	4
Ysgol Maesydderwen	5
St.John Baptist High School	6
Dwr Y Felin Comprehensive School	7
Bryncelynnog Comprehensive School	8
Corpus Christi Catholic High School	9
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Tasker-Milward V.C. School	11

## Self Evaluation Process



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AREA	ASPECTS	JUDGEMENT	RESPONSIBILITY
<b>JUDGEMENT</b>		<b>1 STANDARDS OVERALL</b>	Excellent
<b>1 STANDARDS</b>	<a href="#">1.1 standards and progress overall</a>	Excellent	AJB
	<a href="#">1.2 standards and progress of specific groups</a>	Excellent	AJB
	<a href="#">1.3 standards and progress in skills</a>	Good	AJB / DS
<b>2 WELLBEING AND ATTITUDES TO LEARNING</b>		Excellent	
<b>2 WELLBEING AND ATTITUDES TO LEARNING</b>	<a href="#">2.1 Wellbeing</a>	Excellent	KL / GT
	<a href="#">2.2 Attitudes to learning</a>	Excellent	KL / LB
<b>3 TEACHING AND LEARNING EXPERIENCES</b>		Good	
<b>3 TEACHING AND LEARNING EXPERIENCES</b>	<a href="#">3.1 Quality of teaching</a>	Good	KL / JW
	<a href="#">3.2 The breadth, balance &amp; appropriateness of the curriculum</a>	Good	AB / AP
	<a href="#">3.3 Provision for skills</a>	Good	NJ / DS
<b>4 CARE, SUPPORT AND GUIDANCE</b>		Excellent	
<b>4 CARE, SUPPORT AND GUIDANCE</b>	<a href="#">4.1 Tracking, monitoring &amp; provision of learning support</a>	Good	SP / SM
	<a href="#">4.2 Personal development</a>	Excellent	KL / GT
	<a href="#">4.3 Safeguarding</a>	Excellent	KL / LB / SH
<b>5 LEADERSHIP AND MANAGEMENT</b>		Good	
<b>5 LEADERSHIP AND MANAGEMENT</b>	<a href="#">5.1 Quality and effectiveness of leaders &amp; managers, including the governing body</a>	Good	SP / AP / SH
	<a href="#">5.2 Self-evaluation processes and improvement planning</a>	Good	SP / AP / SH
	<a href="#">5.3 Professional learning</a>	Good	SP
	<a href="#">5.4 Use of resources</a>	Excellent	SH

<b>AREA: 1 STANDARDS</b>	<b>Overall judgement</b>	<b>Excellent</b>
<a href="#"><u>ASPECT: 1.1 standards and progress overall</u></a>	<b>Judgement for 1.1</b>	<b>Excellent</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>“At Key Stage 4, there has been an upward trend of improvement in nearly all indicators in the last four years. Performance in many indicators has been consistently above the median in the last four years and, in the last two, many indicators have placed the school in the top quarter of similar schools. Pupils generally make very strong progress from previous Key Stages.” Estyn 2017.</p> <p><b><u>KS4 Standards</u></b></p> <p>The overall standards achieved by pupils are above expectations. As a result of the strong progress made by most pupils from Key Stage 2 to 3 and from Key Stage 3 to 4, performance is well above modelled outcomes. The school considers standards, in terms of achievement and progress in learning to be excellent.</p> <p>The school has implemented a raft of new strategies which focus on improving pupil progress in lessons. In our most recent lesson observations, most pupils make good progress in developing their knowledge, understanding and skills and they and demonstrate exceptionally high levels of engagement and enjoyment. The majority of pupils are able to recall prior learning well and apply it successfully in new contexts.</p> <p>The School has fully implemented Local and National Priorities across all Key Stages. With the recent changes in qualifications and assessments, the school believes that we are at the beginning of a new journey in terms of assessing progress. This means that comparing trends for a number of key performance indicators is complicated.</p> <p>The performance of pupils at Key Stage 4 is very good. Over the last four years, performance in many key indicators places the school in the upper half of similar schools based on free school meal eligibility, and in the top quarter of the majority of them. Performance in the level 2 threshold, including English and maths, has placed the school in the top quarter of similar schools and well above the family, LA and national average within each of the last four years. The school has been 2nd in the family of schools for the last two years. English and Maths have been in BQ1/2 for the last three years and 2nd in the family for the last two years. KS4 2017, 2016 and 2015 performance outperforms the family, local authority and national average within all eight performance measures.</p>	<p><a href="#"><u>KS4 Core data set 2017</u></a></p>	

## Key Stage 4 Strengths

### Level 2 inc.

- Achieved 64.2%
- L2 inc has been in BQ1 for two of the last 3 years.
- Currently Bm2, 3<sup>rd</sup> in Family Above Family, LA and Wales averages
- Gender differences are minimal (-2.9%), below Family, local and National averages.
- eFSM pupils achieved 56.3% L2+. **This was a school priority for 2017.** This is over 20% better than all comparative averages-an area which demonstrates excellence.
- Value added of 2.4%

### English and Maths-Numeracy

English has been in BQ1 for the last three years and Maths-Numeracy currently in BM2 was BM1 for the previous two years. Both are strong departments.

- English is 2<sup>nd</sup> in the Family and Maths-Numeracy 4<sup>th</sup>. Both above Family, LA and National averages.
- FSM L2 achievement in both subjects was around 20% above Family, local & National averages.

### CSI

- Currently in BM2 has been strong for the last 6 years being in BM1 for 4 of the 6 years.
- Level 2 Threshold
- Achieved 76.1%. 4<sup>th</sup> in Family. Above LA, Family and Wales averages.
- Has dropped from BM1 to BM2 for the first time in the last 6 years.
- Gender differences are also below all averages.
- 62.5% of eFSM Pupils achieved the L2 measure. Between 13 and 21% better than Family, LA and National Averages.
- The outcome at 76% compare favourably with the best, pre-skills L2 outcome achieved by the school of 73%.

### Capped points score-Best 9

- Measured for the first time in 2017, an average of 379.4 was achieved, BM2. 3<sup>rd</sup> in Family and between 10 and 29 points higher than Family, LA and Wales figures.
- Gender differences were between half and a third of those in Family, the LA and Wales.
- eFSM students were also performing between 13 and 39 points better than averages.

### 5+ A\*-A is 23% for 2017

#### This was a school priority for 2017

- This was 3<sup>rd</sup> in the Family and above Family, LA and Wales averages.
- There was very little gender difference, -3.7. Less than half that of any of the three comparative averages.
- There has been a steady upward trend in this measure over the last 3 years. From about 14% in 2014.

[KS4 Core data set 2017 P17-19 L2+](#)

[KS4 Core data set 2017 P19 FSM L2+](#)

[KS4 Core data set 2017 P83](#)

[Benchmarking Summary](#)

[KS4 Core data set 2017 English P49](#)

[Maths P62](#)

[KS4 Core data set 2017 P32 CSI](#)

[KS4 Core data set 2017 P27-28 Best 9](#)

[KS4 Core data set 2017 P38-40 five A-A\\*](#)

### **Skills Challenge Certificate**

- This was achieved by 70.5% of the cohort. This was in BM2. Nearly 20% better than Family and National averages, 9% above the LA average
- Gender differences were small, -5.4%.
- 56.2 % of eFSM students gained the L2 National certificate.
- All students who gained the L2inc also gained the Skills Challenge Certificate. This would have resulted in 64.2% achievement of the Wbac National Certificate, which was, as outlined in 2015, to be one of the two the future Key Performance Indicators.
- 26.4% of the students also achieved the foundation Challenge Certificate. This means that 96.6% of the cohort achieved a Wbac qualification. The National average would be 69.4%.

### **Value added**

Within the Core Data Sets much of the value-added data for 2017 is not yet available. However, there is some indication of performance against modelled expectations for three measures

- L2 inc – above expectation by 2.4%
- Capped 9 score – 8 points above expected
- Capped 8 score 6 points above expected

Full value- added data is only available in January the data for Both KS3 & KS4 from 2016 (the most recent available) shows significant value added under the 2a model for 16 of the 18 areas measured. With only the L1 measure being in BM2, but still adding value. Using Model 1 for value added give 17 out of the 19 measures in BM1, with significant value added.

This was seen as evidence of excellent standards being achieved in both Key Stages.

### **Key Stage 5 Standards**

The performance of pupils in Key Stage 5 is good. Over the last 3 years the performance in most subjects has placed them in ALPS top 5. The school started to use the ALPS value added system in Autumn 2016 as a measure of performance and the initial work done has begun to show that there are already an improving number of ‘red hot’ subject areas in the Sixth Form, 6 courses. Over the last 2 years, the school has successfully introduced a strong focus on tracking and mentoring pupils to ensure they achieve success.

In 2017 the school was successful with over 95% of students in securing their first choice of university. This is a record for the school.

[KS4 Core data set 2017 P41 -42](#)

[Challenge certificate](#)

[KS4 Core data set 2017 P15 L2+ VA](#)

[KS4 Core data set 2017 P15 Points VA](#)

[Dewi Value Added 2016](#)

[Alps 2016 Summary for all subjects](#)

[KS5 Core data set 2017](#)

[School Y13 Analysis - Resit](#)

[Recalculation](#)

## Key Stage 5 Strengths

### Level 3 Threshold

- This was achieved by 98% of the Y13 cohort, which would be 3<sup>rd</sup> in Family above Family, LA & Wales averages.
- There is only a -1.4% gender difference, which represents one pupil.

### Wider Points Score

- The average wider points score for the cohort was 782, 3<sup>rd</sup> in Family.
- The wider points score is above Family, LA and Wales Averages.
- There is very little gender difference, -5 points. Much less than the averages which range from -41 to -132.

### 3A/A\* Grades

- This was achieved by 16% of the cohort
- 3<sup>rd</sup> in Family and above all averages.
- Gender differences small at -2.7%

### 3 A\* to C Grades

- 48% achieved 3A-C grades 5th in Family and below averages. Adversely effected by the skills challenge certificate not being counted.
- Gender difference -8%

### Advanced Skills Challenge Certificate

- 93% gained the Advanced Challenge Certificate. 2<sup>nd</sup> in Family
- 14% more boys than girls

### Value Added Data

The first data release of the new FFT value added data packs for Sixth Forms has been delayed by WG and is not available.

The school started using the ALPS in Sept 2016 for the first time. In the first phase of its use we have been raising awareness of the system with subject leaders in KS5 and have had a first real look at value added for courses. The initial data was historical from GCE 2016 and gave us an indication that based on these results we had:

- In the upper section, 'red hot': Computing, History and Wbac
- In the lower section 'cold blue': Art, Biology, Chemistry, Geography, PE, Psychology and RE
- With the other subjects performing as expected in the mid band.

[KS5 Core data set 2017](#)

[School Y13 Analysis - Resit](#)

[Recalculation](#)

[Alps 2017 Summary](#)



This caused a little reaction even though Y13 was well underway and there were definite improvements in the GCE results for 2017 which show:

- In the high value added band, red hot: Chemistry, English, History, Maths, Physics & Music Wbac, red previously not ranked due to new course]
- In the lower band, blue remained: RE, Geography, Film Studies, D&T and Art

The introduction of ALPS has certainly had a positive effect on value added and there are areas still to develop.

Learners ability groups and value added in KS5

- Pupils with average GCSE scores of over 7.5 were almost all adding value
- The same was true with those scoring GCSE average scores of around 5 (or below).
- The groups with negative value added seemed to be with GCSE scores of 6.4 to 7.4. Dominated by those choosing Geography or Biology

\*The data collection methods by WG have been adversely effected by the practice implemented two years ago to claim all As levels at the end of Y12. This has the unfortunate side effect that, students resitting Y12 count in the Y13 cohort, and subsequently never count in their actual cohort. This had an effect for the first time this year and will again next year if the method of counting students remains the same. This is under review.

### **KS3 Standards**

Standards of achievement of nearly all pupils at level 5 is above expectations and as a result of very well-developed literacy and numeracy skills, most pupils achieve at level 6 and level 7 by the end of Key Stage 3.

The outcomes for the L5+ for 2017 were adversely affected by an unusually high number of pupils attending elsewhere but on roll, 5 students, whose outcomes were below L5. However, outcomes at L6+ and L7+ which were less affected by these pupils and outcome here were very good.

### **KS3 Strengths**

#### **CSI**

- The CSI has been in BM1 for the last two years. Currently 94.9%
- the second highest in the family and above modelled expectations by 2.9%.
- There is a three-year positive trend for the CSI.
- The percentage of eFSM pupils achieving the CSI, 87.5%, and shows a three-year positive trend. Comparative data not yet

[Alps 2017 Summary](#)

[KS3 Core data set 2017 P15-17](#)

[KS3 Core data set 2017 P13](#)

available, however compares well to the averages from previous years of around 70%.

- The school is performing above all national comparators, family, local authority (LA) and Wales.
- There is a slight gender difference between boys' performance compared to that of the girls (-4.6%). However, this is less than all national comparators.
- The achievement of both boys (92.7%) and girls (97.3%) are above all national comparators and second highest in the family. Both have overall three-year positive trends. The percentage of eFSM pupils achieving the CSI was 87%
- Value added of +2.9%

### Core Subjects

Percentage of pupils achieving L6+ has increased significantly in English and Mathematics, when results in 2015 are compared with the 2017 results. Both have improved by more than 10%. All core subjects achieving in excess of 70% L6+.

### English

- There is a three-year positive trend for English level 5 and above (L5+) and the school is above all national comparators.
- The school is first in the family with 97.6%.
- The gender difference of -4.2% is lower than all national comparators; all girls (100%) achieved the L5+ English. Achievement of both boys (95.8%) and girls is above all national comparators, show three-year positive trends and are highest in the family.
- The percentage of eFSM pupils achieving the L5+ English was 91.7% and shows a three-year positive trend.

### Maths

- There is a three-year positive trend for Maths level 5 and above (L5+) and the school is above all national comparators.
- The school is second in the family with 96.5%.
- The gender difference of -1.5% is lower than all national comparators. Achievement of both boys (95.8%) and girls (97.3%) is above all national comparators, show three-year positive trends and are second highest in the family.
- Pupil achievement at L6+ was 71.2%, placing the school second in the family and above all national comparators.
- The gender difference of -3.2% at L6+ which is less than all national comparators.
- The achievement of both boys (69.8%) and girls (73%) show three-year positive trends and are above all national comparators.

### Science

- There is a three-year positive trend for Science level 5 and above (L5+) and the school is above all national comparators.
- The school is fourth in the family with 98.2%.
- The gender difference of -0.7% is lower than all national comparators. Achievement of both boys (97.9%) and girls (98.6%) is above all national comparators, show three-year positive trends and are third highest in the family.
- Pupil achievement at L6+ was 76.5%, placing the school second in the family and above all national comparators.
- The gender difference of -10.5% at L6+ which is larger than the family but less than all local authority and Wales

[KS3 Benchmarking P84](#)

[KS3 Core data set 2017 P19- English](#)

[KS3 Core data set 2017 P49- Maths](#)

[KS3 Core data set 2017 P56 - Science](#)

comparators. The achievement of both boys (71.9%) and girls (82.4%) show three-year positive trends and are above all national comparators, placing the school third in the family for each.

The percentage of pupils achieving L7+ has increased significantly in core subjects, when results in 2015 are compared with the 2017 results. English has improved by 9.3%, Maths by 14.8% and science by 21.1%. Two out the three in BM1 with Maths being only 0.4% below the threshold.

#### **Value Added**

- *Awaiting WG Value Added data for 2017 – to be updated in Jan 2018. Most recent data shows significant value added was added in 2016 in all areas according to the DEWI 1 and 2a models.*

#### **National Tests**

*In general performance in the National Tests shows more students achieving in the higher standardised score range of >115 (8 out of 9 tests). Also, there are significantly less pupils in the lower range <85. Showing that the development of Numeracy and literacy skills throughout Key Stage 3 is excellent.*

#### **National Reading Test**

- *In 2017, all three year groups on average achieved better than LA and Wales averages in the National Reading Tests. Y7 by 3% and Years 8 and 9 by 8%.*
- *Achievement at the higher end, >115, was above all comparative averages.*
- *The Mean progress measures were also all above the LA average (no National data) for all year groups.*

#### **Numeracy Procedural Test**

- *In 2017, all three year groups on average achieved better than LA and Wales averages in the Procedural Tests. Y7 by 4%, Years 8 by 8% and 9 by 1%.*
- *Achievement at the higher end, >115, was above all comparative averages.*
- *The Mean progress measures were also all above the LA average for all year groups.*

#### **Numeracy Reasoning Tests**

- *In 2017, all three year groups on average achieved better than LA and Wales averages in the Reasoning Tests. Y7 by 4%, Years 8 by 6% and 9 by 9%.*
- *Achievement at the higher end, >115, was above National averages in Y7 and 8, but for Y9 16% was comparable the LA and National averages of 16 and 17%. However, The Y9 cohort had the lowest number in the <85 category, 6%, which compares well to the averages elsewhere of 15 and 17%*
- *The Mean progress measures were also all above the LA average (no National data)*

[Dewi Value Added 2016](#)

[Comparative Summary report 2017](#)

[National Test](#)

## Key Development Areas from the 3 Year SDP

### All students who achieve English and Maths to achieve CSI

As a consequence of school actions and strategy all but one targeted pupils attained CSI for the second year in a row.

### English GCSE benchmarking 2 as a minimum

- Achieved Benchmarking 1 for A\* to C for the third year in a row.
- Success with Jan Entry-66% of pupils had achieved A\*-C, which gave a strong baseline to work from for specific targeting [UMS 114-124].
- Through focused re-organisation - targeted individual pupils much more effectively. Morning reg. revision time, after school classes and Easter Revision also significant.
- Progress in this area has been excellent

### Improve L3 wider point score

There are significant issues with the WG data collection for L3 wider points score due to the status of students resitting Y12 &/or Y13.

The school has moved to using the ALPS value added system for monitoring Sixth Form progress. In line with LA, ERW and adoption across Wales.

In 2017 we had English, History, Maths, Chemistry, Physics & Psychology all rating in the 'red hot', highest, performing category in terms of value added.

This was an improvement on 2016 and reflects the awareness raising steps taken within school with middle managers.

### Points from the School Priorities for 2017

#### To increase the number of pupils in receipt of free school meals (eFSM) gaining the Level 2 threshold including English/Welsh and mathematics (L2i) to 50-55%

- Staff funded from EIG to provide targeted Literacy and Numeracy support to FSM students.
- Pupils effectively tracked and monitored. As a result the L2inc. FSM figure was 56%, significantly higher than Family, LA and Wales averages.
- A gap of only 9% between FSM & non-FSM performance.
- The eFSM CSI at 50% is about 20% above the averages & also the highest in the Family for the eFSM pupils
- The work done in this area was seen as excellent.

<p><b>To increase the percentage of pupils attaining 5 A*-A grades at GCSE to 28-33%</b></p> <ul style="list-style-type: none"> <li>• Outcomes for GCSE 2017 show the 5 A/A* measure continuing a steady upward trend over 4 years to 23.3%.</li> <li>• Fine grading systems including targeting and tracking have been upgraded and in use for the current Y11 and 10. The 2017 GCSE cohort would have had lesser benefit from this.</li> <li>• Greater challenge to pupils being put in place through the T&amp;L developments in KS3 with a view to engendering greater independence of students in KS4 and 5.</li> <li>• This has been evidenced in the October 2017 book monitoring.</li> <li>• Progress in this area has been Good.</li> </ul> <p><b>To further develop the use of fine-grading by middle managers at Key Stage 4</b></p> <ul style="list-style-type: none"> <li>• Fine grading systems initiated in both KS4 and 5.</li> <li>• Inset time for both carried out.</li> <li>• Use of ALPS at KS5 has been developed through link meetings and bolstered by its inclusion in standards reviews for departments. Responsibility being moved to middle managers and being monitored directly via link meetings.</li> </ul>	
<p><b>AREAS FOR DEVELOPMENT</b></p>	<p><b>LINKS TO STRATEGIC DOCUMENTS</b></p>
<ul style="list-style-type: none"> <li>• Continue to improve KPIs in KS3, KS4 and KS5.</li> <li>• To further develop achievement in the Skills Challenge Certificate. Both in matching the L2inc achievement [BM1] and particularly at the A/A* level.</li> <li>• Review the claiming of As levels at the end of Y12 because of its effect on WG counting of the Y13 cohort.</li> <li>• Develop the use of ALPS to set realistic targets for pupils and departments.</li> <li>• Work with RE, Geography and Art in particular to explore ways of adding more value to students' outcomes in KS5.</li> </ul>	

<b>AREA: 1 STANDARDS</b>	<b>Overall judgement</b>	<b>Excellent</b>
<b>ASPECT: 1.2 standards and progress of specific groups</b>	<b>Judgement for 1.2</b>	<b>Excellent</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>“In most instances, the performance of boys and girls at Key Stage 4 has been above the national average for pupils in similar schools in the last four years. Overall, pupils eligible for free school meals perform very well in the level 1 indicator, and in the level 2 and capped points score indicators”. ESTYN 2017</p> <p>Overall, the standards and progress in achievement of groups of learners are very good.</p> <p>At Key Stage 3, the performance of both boys and girls over the last four years has been above the averages for boys and girls in the family in the majority of indicators. At Key Stage 4, over the last four years, both boys and girls have performed above the averages for boys and girls in the family of similar schools and across Wales in many indicators. At Key Stage 3, the performance of pupils eligible for free school meals in the core subject indicator has been above the family average for this group of pupils in the last three years.</p> <p>At Key Stage 4, over the last three years, the performance of pupils eligible for free school meals has shown consistent improvement and has been above family and national averages for this group of pupils in many indicators and is judged as Excellent by the school in 2017.</p> <p>Pupils with additional learning needs make very good progress against their targets and make strong progress over time, building well on their learning experiences in Key Stage 3 and 4. Contextual value added for ALN pupils achieving level 2 threshold, including English and maths, is excellent and the value added of these pupils is significantly above the average for national progress.</p> <p><b>Strengths</b></p> <p><b>eFSM/non-eFSM</b> The percentage of eFSM pupils achieving the KS3 CSI, in 2016, has increased significantly by 42.5% points over the four year period. The gap between the performances of eFSM/non-eFSM pupils has decreased significantly by 33.2% points from 2013 to 2016. <b>This was a school priority for 2017.</b></p> <p>The 2017 outcomes for eFSM in KS4 were Excellent. There have been upward trends over the last 3 years This was a particular focus for the year.</p> <p>Strategies which were successfully put in place:</p>	<p><a href="#">PDG Evaluation 2016-17</a></p>	

- Use of EIG grant to provide Literacy and Numeracy support staff.
- Tracking mechanisms
- Use of PDG to give pastoral support to vulnerable groups
- Senior leadership soft mentoring

### **Gender**

Over each of the past 5 years the Y11 cohort has contained significantly more Boys than Girls.

In the 2017 cohort there were 109 boys and 86 girls, 23 more boys.

If the school mirrored National trends in terms of boys' performance overall outcomes would be in lower quartiles.

The School has been aware of this for some time and has worked on this, particularly in approaches to Literacy and English.

Throughout the analysis available in 1.1 it is clear that there is very little gender difference in outcomes between Boys and Girls at all Key Stages.

English at L7+ in KS3 is the only area where there is any significant difference.

Given the skewed nature of our cohorts reducing the gender gap has been key to achieving upper quartile outcomes in KPIs.

### **More able and talented pupils make excellent progress.**

The 5 A/A\* measure has showed steady improvement over the last 3 years.

95% of Sixth Form students were accepted by their 1<sup>st</sup> choice University.

Performance of students in the National Tests at KS3 shows above average outcomes for students >115 for all 9 measures.

### **Additional Learning Needs (ALN)**

#### **Performance of School Action Plus Pupils 2017**

##### **Key Stage 4**

No Nationally verified data available for KS4 yet.

There have been upward trends in outcomes from 2013 to 16.

L2+ steadily up from 7% to 72% for School Action Plus pupils

L2+ steadily up from a low point of 40% to 75% for Statemented pupils.

Both of these are seen as excellent trends and outcomes for these students as they also reflect performance across a range of subjects and how skills in Literacy and Numeracy are developed in KS3.

<p><b>Key Stage 3</b> School Action Plus[19 pupils in the 2017 Y9 cohort]</p> <ul style="list-style-type: none"> <li>• CSI 84%</li> <li>• English 89%</li> <li>• Maths 84%</li> <li>• Science 94%</li> </ul> <p>Performance of Statemented pupils Key Stage 3 [9 pupils in 2017 Y9 cohort]</p> <ul style="list-style-type: none"> <li>• CSI 55%</li> <li>• English 66%</li> <li>• Maths 55%</li> <li>• Science 66%</li> </ul> <p>There have been positive trends in all key performance measures in KS3 from 2013 to 2016. ALN provision in the school is a strength with many pupils making significant improvements between Key Stages. <b>Additional groups</b> of pupils, funded by EIG, who are identified as having fragile literacy and or numeracy skills are extracted from these lessons to work in smaller groups. They make strong progress in their learning and they achieve at levels which are above expected at Key Stage 3 and 4.</p>	
<p><b>AREAS FOR DEVELOPMENT</b></p>	<p><b>LINKS TO STRATEGIC DOCUMENTS</b></p>
<ul style="list-style-type: none"> <li>• Develop the successful practices used with eFSM of tracking/monitoring.</li> <li>• Implement the successful practices used with eFSM across other groups of learners e.g. ALN</li> </ul>	



<b>AREA: 1 STANDARDS</b>	<b>Overall judgement</b>	<b>Excellent</b>
<b>ASPECT: 1.3 standards and progress in skills</b>	<b>Judgement for 1.3</b>	<b>Good</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>The school has invested heavily since May 2017 in developing a Skills curriculum at KS3. Recent lesson observations, work scrutiny and pupil feedback already suggest that the school is making rapid progress. In relation to their age and ability, the majority of pupils have strong speaking and listening, reading and writing, numeracy and ICT skills. The outcomes in GCSE performance for English and maths are excellent and the school has been placed in the top quarter of similar schools and well above the family, LA and national average within each of the last four years.</p> <p>The majority of pupils make good progress in developing their knowledge, understanding and skills. Pupils of all abilities make particularly strong progress in developing their literacy and numeracy skills. Many apply their skills and knowledge and effectively in lessons. This helps them to make progress in their learning as they move through the school.</p> <p>Nearly all pupils listen carefully and with respect to their teachers and to each other. Many pupils make highly articulate oral contributions to pair and group activities that are enhanced by their use of a wide and sophisticated vocabulary. The majority of pupils also demonstrate this high level of oracy in whole-class discussions. Class discussions extend pupils knowledge and understanding effectively.</p> <p>Most pupils have well developed reading skills, which they use successfully to select relevant information from a range of sources. Many pupils use these skills well to make inferences and deductions and they skilfully use "Reading Behaviours" to analyse passages they read, which enables them to summarise and synthesise information. Most pupils deploy consistently accurate spelling, punctuation and grammar and use subject specific terminology effectively in their written work. Most pupils write very well and can adapt their writing to a range of different context; they are able to apply their skills of writing to different types of text. Those pupils with additional learning needs or have weaker literacy skills make good progress in developing their skills, particularly in literacy, through targeted support. The thematic approach for Band D pupils in year 7 and 8 is already having a positive impact on literacy skills.</p> <p>Most pupils have strong number skills, which they use successfully across the curriculum, for example when investigating scale and proportion in art or converting measurements in design and technology. Many pupils collect and use data well, for example to construct relevant and accurate graphs. A minority of pupils have highly-developed mathematical skills, which they use when tackling complex problems. Many pupils have effective numerical reasoning skills and they can apply their skills well in a range of useful and relevant contexts.</p> <p>Pupils are beginning to make effective use of ICT to support their learning in lessons across the curriculum. The application of ICT skills is a developing feature in the school. Many pupils combine a variety of information and media when creating and developing ideas, with a sense of purpose and audience. They use ICT skills appropriately in a range of subjects and make very good use of text, images, animations and sound to create attractive presentations.</p>		

<p>Standards and progress in Welsh are disappointing. The school has undertaken a full and honest review of the department which has led to a number of changes in personnel, resources and pedagogy. Very few pupils achieve a level 2 qualification in Welsh second language in Key Stage 4. Only 8 pupils sat full course Welsh in 2017. In 2018 this number will rise to 108, in 2019 nearly all pupils will sit full course GCSE Welsh examination. Only pupils who have been dis-applied through their statement or other additional learning need will be exempt.</p> <p><b>Strengths</b></p> <p><b>Achievement of and progress in learning</b></p> <ul style="list-style-type: none"> <li>• There is a strong positive correlation between outcomes at the end of Key Stage 3 and external examinations, such as GCSEs at Key Stage 4.</li> <li>• National test results show that nearly all pupils are making appropriate progress from one year to the next.</li> <li>• The Pupil Product Review (PPR) autumn 2017 was conducted by the skills team. There is clear evidence that pupils are acquiring and applying the necessary skills in KS3.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Outcomes in National Tests are Excellent and reflect the strong development of these skills in KS3 which is also evidenced by consistently high outcomes in KS4. ICT skills are particularly strong across all areas of the curriculum. Literacy and numeracy levels of pupils are excellent.</li> <li>• The school has been accredited with the ICT Excellence Award and BECTA Quality Mark and is now accredited as a Hwb Centre of Excellence.</li> <li>• All Pupils and students follow the Welsh Baccalaureate Qualification in both KS4 and 5 of which skills development form an integral part.</li> <li>• Pupils and students whose skills in numeracy and literacy are weak receive additional support from dedicated support workers.</li> <li>• Individual tracking and intervention strategies are in place using the VAP and PDG grant-funded provision.</li> <li>• More Curriculum time has been allocated to Welsh in Years 9, 10 and 11.</li> <li>• In recent lesson observations many pupils could demonstrate strengthening linguistic skills in their Welsh lessons.</li> </ul>	
<p><b>AREAS FOR DEVELOPMENT</b></p>	<p><b>LINKS TO STRATEGIC DOCUMENTS</b></p>
<ul style="list-style-type: none"> <li>• All pupils - acquisition and application of Literacy/Numeracy/ICT skills (Rec 1&amp;2)</li> <li>• Improve processes to ensure skills progression for all pupils across Key Stages</li> <li>• Increase in number of pupils achieving a recognised Key Stage 4 qualification in Welsh second language (Rec 2)</li> <li>• Improve use of Welsh language skills across the curriculum and around the school (Rec 2)</li> </ul>	<p>SDP Welsh DDP 2017/18</p> <p>SDP</p>

<b>AREA: 2 WELLBEING AND ATTITUDES TO LEARNING</b>	<b>Overall judgement</b>	<b>Excellent</b>
<b>ASPECT: 2.1 wellbeing</b>	<b>Judgement for 2.1</b>	<b>Excellent</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>“Standards of wellbeing are exceptional and contribute significantly to the high standards that pupils achieve at the end of Key Stage 4. Nearly all pupils feel safe in school and well-supported within the school community, for example through the caring ethos in the ‘Gofal’ and ‘Quest’ facilities. Most pupils are confident that they are free from physical and verbal abuse in school. Most pupils display positive attitudes towards healthy lifestyles. This is reflected in what they eat and drink in school and the physical activities they undertake. Many pupils also benefit greatly from their participation in a wide range of other activities, for example in team building or the Cymanfa Ganu. Participation rates in sporting activities are generally high. Nearly all pupils are courteous and respectful to staff, peers and visitors to the school. In lessons and around the school, the standard of behaviour is exemplary.” Page 16 ESTYN report</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• In the Estyn pupil questionnaire of 2017 in which 276 of pupils were surveyed, most students felt that they behaved positively in school and knew that this impacts on attendance and behaviour and therefore enjoyment and engagement in school life.</li> <li>• Pupils of all ages and abilities take the opportunity to take on leadership roles and responsibilities and play a full part in the life and work of the school. Pupils from all year groups, including the STF are involved extensively in decision-making and there is a very active school council. This year a pupil from the STF was a school governor. Nearly all demonstrate confidence and resilience, particularly when interacting with new people and adults. Examples of this include off site visits to college and universities.</li> <li>• The school promotes pupils’ spiritual, moral, social and cultural development very well, for example through assemblies and the well-planned personal and social education programme.</li> <li>• The school has worked as a community on the Rights Respecting agenda this year we were awarded the Rights Respecting level 1 which is a clear demonstration of involving pupils on all levels of school leadership. <b>This was a school priority for 2017.</b> Pupils are aware of their rights through classroom displays, links to assembly topics and the weekly ‘Pastoral Matters’ in registration.</li> <li>• The school complies fully with local and national guidelines for PSE, sex education and safeguarding.</li> <li>• Well considered RE provision and a well organised, diverse programme for whole school and year group assemblies has led to improved standards in full course Religious Education and an understanding in global issues.</li> </ul>	<p><a href="#">AWCDS Attendance 2017</a>  <a href="#">GOFAL register</a>  <a href="#">Healthy Schools Phase 3 Award</a>  <a href="#">Healthy Schools Phase 4 Evidence</a>  <a href="#">Girls extra curricular activities</a>  <a href="#">Boys extra curricular activities</a>  <a href="#">6<sup>th</sup> form extra curricular activities</a>  <a href="#">Lunchtime/after school extra curricular timetable</a>  <a href="#">5x60 attendance registers</a></p> <p><a href="#">Estyn questionnaire – pupil responses</a></p> <p><a href="#">School Council agenda 2016-17</a></p> <p><a href="#">Assemblies &amp; Pastoral Matters 2016-17</a>  <a href="#">Assemblies &amp; Pastoral Matters 2017-18</a></p> <p><a href="#">RRS Level 1 Evaluation Report</a>  <a href="#">Pastoral matters</a></p> <p><a href="#">Remembrance Assembly</a></p> <p><a href="#">Year 7 PSE SOW</a>  <a href="#">Year 8 PSE SOW</a></p>	
<b>AREAS FOR DEVELOPMENT</b>	<b>LINKS TO STRATEGIC DOCUMENTS</b>	
<ul style="list-style-type: none"> <li>• Further support and develop health and wellbeing provision.</li> <li>• To obtain Level 2 Rights Respecting Schools award.</li> <li>• Further develop the GOFAL facility to provide support to those pupils in need</li> </ul>	<p><a href="#">3yr School Development Plan – 2.1</a></p>	

<b>AREA: 2 WELLBEING AND ATTITUDES TO LEARNING</b>	<b>Overall judgement</b>	<b>Excellent</b>
<b>ASPECT: 2.2 attitudes to learning</b>	<b>Judgement for 2.2</b>	<b>Excellent</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>“Attendance rates have improved year-on-year and are above those for pupils in other similar schools based on eligibility for free school meals. The attendance rates of pupils eligible for free school meals has improved in three out of the last four years. They are above family and national averages for this group of pupils. Persistent absence has declined over the last three years and is below local and national averages.” Estyn 2017</p> <ul style="list-style-type: none"> <li>• Most pupils are ambitious, confident and capable learners. These skills and qualities are nurtured across the curriculum. Nearly all pupils demonstrate exceptionally high levels of engagement and motivation in their learning. They have a very positive attitude towards learning and most show a highly conscientious attitude towards their work. Nearly all pupils work well in a wide range of differing groupings, working well in pairs and in groups and many contribute well to class discussion.</li> <li>• Most pupils show increasing maturity in their learning as they progress into Key Stage 4 and 5. They become capable confident and well-motivated learners. Nearly all pupils show very high levels of respect for other pupils and staff. They behave well as they move between lessons, and during break and lunchtimes. They settle quickly into their lessons and remain purposeful when activities change and when they encounter difficulties resolving problems.</li> <li>• Behaviour is exemplary in nearly all lessons and around the school. In many lessons, pupils engage fully with learning activities, sustaining concentration throughout the lessons. Lesson observations indicate very high levels of enjoyment and engagement with positive relationships being a very strong feature in nearly all lessons observed. Pupils are courteous and take pride in their school community. The Behaviour policy and referral system is used consistently by all staff, which encourages positive behaviour across the school.</li> <li>• Lesson observations, product scrutiny, interviews with pupils and observations of engagement in clubs and activities demonstrates the high participation and enjoyment of nearly all pupils across the school. Nearly all pupils show very high levels of respect for other pupils and staff.</li> <li>• Attendance for the academic year 2016-17 has risen to 95.1%. This places the school in benchmarking quartile 1 (BQ1). The whole school approach to attendance over the last 3 years has been an area of excellence. Promoting excellent attendance has a high profile in the school and highly effective strategies are used to impress upon pupils, parents and guardians the importance of attending school. Persistent absence is dealt with robustly by the GOFAL team and bespoke provision and support given to ensure attendance and avoid pupils becoming NEET. Outstanding and improving levels of attendance over a three year period indicate a very high level of engagement and enjoyment. <b>eFSM pupils were 90% and ALN pupils 92% This is an outstanding feature and is due to:</b> <ul style="list-style-type: none"> <li>➤ Good and excellent teaching which engages and motivates our pupils</li> <li>➤ Outstanding pastoral support which ensures that every pupils is known as an individual</li> </ul> </li> </ul>	<p><a href="#">AWCDS Attendance 2017</a></p> <p><a href="#">Year 10 Pupil Voice</a> <a href="#">Year 7 Pupil Voice</a></p> <p><a href="#">Gowerton School Behaviour policy</a></p> <p><a href="#">Lesson Observations Autumn 2017</a> <a href="#">Pupil Product Review – January 2017</a> <a href="#">Pupil Product Review – October 2017</a></p> <p><a href="#">AWCDS Attendance 2017</a> <a href="#">Attendance figures 2011-17</a></p>	

<p>➤ The excellent work of the school in monitoring attendance, working with our cluster EWO, building relationships with families, striking early when attendance issues arise and emphasising the impact of excellent attendance at every opportunity with pupils and parents/carers.</p> <p>Fixed term exclusion rates have reduced substantially with 246 sessions (123 days) in 2015/16 and 32 sessions (16 days) in 2016/17. This is testament to high quality teaching which promotes high levels of pupil engagement, the outstanding pastoral provision, and the school's ethos which promotes restorative practice. These figures benchmark very well against Swansea LA. QUEST and other agencies such as EVOLVE aim to provide learners with appropriate support services including access to appropriate curriculum pathways at KS4. The pastoral support processes within the school are crucial, particularly in regard to exclusion, and are a key element of the school's work in engaging potentially disaffected learners.</p>	<p><a href="#">Exclusion figures 2010-17</a></p>
<p><b>AREAS FOR DEVELOPMENT</b></p>	<p><b>LINKS TO STRATEGIC DOCUMENTS</b></p>
<ul style="list-style-type: none"> <li>• Further develop independent learners as part of a cluster approach</li> <li>• To achieve Restorative Practice accreditation for the whole school</li> <li>• Embed ESDGC programme</li> <li>• Improving attendance to 96% + in the next 3 years</li> <li>• Reduce rates of persistent absence</li> </ul>	<p><a href="#">3yr School Development Plan – 2.2</a></p>

<b>AREA: 3 TEACHING AND LEARNING EXPERIENCES</b>	<b>Overall judgement</b>	<b>Good</b>
<a href="#"><b>ASPECT: 3.1 quality of teaching</b></a>	<b>Judgement for 3.1</b>	<b>Good</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p><b>STRENGTHS</b></p> <p>The quality of teaching is good (Page 4 ESTYN). Positive value added data shows progress is consistently well above expectations in nearly all performance measures and subjects.</p> <p>Teachers have high expectations of their pupils; they set challenging targets for all abilities, teaching is engaging, authentic and pupils are motivated learners who want to achieve. Nearly all teachers have up to date subject knowledge and most are effective language models.</p> <p>Consistency in teaching and learning is developing following a rigorous overhaul in lesson planning. In the Summer of 2017 all departments reviewed and improved their schemes of work to address the skills agenda. Schemes of work clearly identify 'what', 'when' and 'how' skills are to be used. E.g. English, Maths and Science SOW. In the Summer of 2017 IEPs were reviewed and adapted to address individual needs and include stakeholder opinions. The school this year is part of an LA pilot looking at developing and implementing Individual Development Plans as part of the new ALN Bill. Engaging and challenging activities are designed to support all groups of pupils, including the most and least able, to enjoy a high quality learning experience. The school is piloting several action research projects with the aim of improving pedagogy. These include a thematic approach to teaching Band D pupils and the English department is researching the use of questioning as a tool to develop deeper understanding amongst pupils. The North Gower Partnership is involved in a regional Leader of Learning which focuses on developing and implementing the twelve pedagogical principles as outlined in Successful Futures.</p> <p>A range of Assessment for Learning strategies supports learning across the school. Precise and clear teacher instructions and explanations allow nearly all pupils to successfully develop their knowledge and understanding. Teachers are excellent role models and effectively reinforce the school's standards of behaviour within lessons. Pupil disruption is minimised due to challenging and exciting learning experiences. If there is disruption it is challenged and dealt with ensuring that pupils are supported to make good progress. The school has a strong and clear Behaviour Policy which all members of staff follow. All teachers treat all pupils with respect; this is key to the ethos of the school. Support staff are strategically deployed and directed to maximise learning of pupils especially those with additional learning needs.</p> <p>Teachers provide constructive feedback to pupils orally in lessons that allow them to develop their learning well. In the Autumn of 2017 the school has developed a more consistent approach to assessment within and across departments. In the most recent work scrutiny and lesson observations there was clear evidence of improved self and peer assessment.</p>	<p><a href="#">Autumn 2017 Standards Review</a></p> <p><a href="#">Year 7 Maths SOW Bands A&amp;B</a> <a href="#">Year 8 D&amp;T SOW Food tech</a></p> <p><a href="#">Sample IEP</a></p> <p><a href="#">Band D SOW – thematic approach</a></p> <p><a href="#">Lesson Observations Autumn 2017</a></p> <p><a href="#">Gowerton School Behaviour policy</a></p> <p><a href="#">Pupil Product Review – October 2017</a> <a href="#">Lesson Observations Autumn 2017</a></p>	

AREAS FOR DEVELOPMENT	LINKS TO STRATEGIC DOCUMENTS
<ul style="list-style-type: none"> <li>• Continue to develop improved SOWs</li> <li>• Redefine the assessment policy to place the onus on the learner</li> <li>• To further develop pupil skills, knowledge and understanding.</li> <li>• Create a directory of best practice in teaching &amp; learning</li> <li>• Further encourage action research projects linked to Teaching and Learning.</li> </ul>	<p><a href="#"><u>3yr School Development Plan – 3.1</u></a></p>

<b>AREA: 3 TEACHING AND LEARNING EXPERIENCES</b>	<b>Overall judgement</b>	<b>Good</b>
<a href="#">3.2 The breadth, balance &amp; appropriateness of the curriculum</a>	<b>Judgement for 3.2</b>	<b>Good</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>“The school offers a broad and balanced curriculum that builds well on pupils’ prior experiences. At Key Stage 4, there is a wide range of general and vocational courses that cater well for pupils’ needs and interests. The school offers a range of beneficial pathways in partnership with other local schools and colleges in the sixth form.” ESTYN 2017</p> <p>“Support assistants are deployed appropriately to assist in the teaching of pupils with additional learning needs. They make a valuable contribution in supporting specific pupils’ progress. There are well-planned strategies for those pupils with weak literacy and numeracy to develop their skills. These strategies link strongly with the literacy and numeracy framework.” ESTYN 2017</p> <p>The school provides an extensive range of learning experiences that meets the needs of all pupils. This has a substantial impact on pupil standards and wellbeing. The school has a strategic approach to planning its broad and well-balanced curriculum.</p> <p>The school provides an extensive range of subject options at Key Stage 4 and 5. This includes a wide variety of vocational pathways, which are taught both in school and off-site, in partnership with other providers. The curriculum at Key Stage 4 and 5 is effective in responding flexibly to pupils’ needs and interests to provide a curriculum that is tailored towards each individual. The school provides high quality provision to support pupils at risk of disengagement and this has had a very positive impact on the outcomes of these pupils.</p> <p>The school is currently a ‘digital pioneer school’ working with Welsh Government and other curriculum pioneer schools to develop and to pilot a new curriculum for Wales. The school is developing its KS3 curriculum to incorporate a sharper focus on developing pupils’ skills, knowledge and understanding. Development days are used to enhance these and broaden pupils’ understanding of their community and how it fits into the global setting. We were a Lead Creative school in 2015 – 2017 and worked closely with the NGP in developing our pupils’ creativity across the curriculum.</p> <p>The school continues to develop its planning provision for embedding pupils’ skills across the curriculum. The school has implemented the Literacy and Numeracy Framework across the curriculum and all subjects contribute to the development of pupils’ literacy and numeracy skills. In addition, there is very good provision for wider skills. For example, pupils strongly develop a range of organisational, creative and reflective thinking skills through the Welsh BaccaLaureate Qualification at KS4 and KS5. The school uses effective strategies to support pupils with weaker literacy and numeracy skills, which are thoroughly monitored and evaluated.</p> <p>There is a multi-layered system to support the varying needs of all pupils. Members of staff focus on developing all pupils as rounded individuals and help to provide bespoke support, particularly for those with additional learning needs and pupils with</p>	<p><a href="#">2017/2018 Curriculum Plan</a></p> <p><a href="#">KS4 Option choices 2017</a> <a href="#">KS5 Option choices 2017</a></p> <p><a href="#">Numeracy Department on a page 2017</a> <a href="#">Literacy Department on a page 2017</a></p>	



English as an additional language. These pupils make strong progress over time, building well on their existing knowledge, understanding and skills as they transfer from Key Stage 2 and as they move through the school.

Additional experiences such as theatre visits and guest speakers enrich and extend opportunities for learning. An extensive range of extra-curricular and after school activities, including sports, music, clubs and trips are provided by the school. These include highly beneficial opportunities to work with pupils from other schools, for example the 'Big Conversation'. The school is developing pupil awareness of sustainable development and global citizenship issues. An extensive range of events, including trips and assemblies, strongly develop pupils' understanding.

"The school makes appropriate curricular provision for developing pupils' Welsh language skills and their awareness of the culture and identity of Wales." ESTYN 2017

The school is continuing to develop structures and processes to enhance pupils' understanding of Welsh language and culture. 'Shw Mae' day, the 'Cymanfa Ganu' and the Eisteddfod are examples. **This was a school priority for 2017.** The school is encouraging pupils to speak Welsh in everyday situations. Pupils are regularly encouraged to develop their use of Welsh in lessons across the curriculum. The Welsh language is celebrated visibly around the school and 'Welsh Phrases of the Week' occurs in the Pastoral matters and Staff Circular. The Welsh Department has undergone significant change in the last 6 months. New staff have made a considerable impact on changing the ethos of the department and on the pupils' attitude to Welsh. The number of pupils being entered for full course GCSE Welsh second language is improving significantly.

### Strengths

- Innovative approaches to curriculum developments at Key Stage 3 develop the learning skills of pupils. Literacy, numeracy, bilingualism and ICT skills are developed through a cross-curricular approach.
- Skills enrichment activities, which take place across KS3, complement the KS3 curriculum e.g. The Big Conversation debating days, Lead Creative School projects.
- Improved use of IEPs in the planning process of the lesson supports those pupils who have ALN in making progress in their learning.
- The PSE programme across the Key Stages incorporates Health & wellbeing, Curriculum Cymreig, Preparation for Lifelong Learning, Sustainable Development & Global Citizenship and Active Citizenship and supports pupils well in developing numeracy, literacy, digital competency and life skills.
- A 'Catch up' intervention programme support those with underdeveloped literacy and numeracy skills to access subjects across the curriculum and develops their learning well.
- AT KS5 MAT pupils attend the 'HE Plus programme' run by Cambridge University.
- At KS4 and 5 the majority of pupils achieve very good results in the Welsh Baccalaureate Skills Challenges. Nearly all pupils successfully acquire and develop a wide range of essential and employability skills during each challenge; they skilfully apply these across the curriculum.
- All pupils from Year 9 onwards receive guidance from Careers Wales advisers on making choices for work experience

[Welsh Resources for the classroom](#)

[Weekly circular](#)

[Dydd Santes Dwynwen assesmbly](#)

[Shw Mae day assembly](#)

[Shw Mae photo](#)

<p>and choosing effective learning pathways and utilising the UCAS Progress online service, choices for higher education and future career plans. Our Careers Wales adviser works closely with support staff, Key Stage co-ordinators and other key staff in developing bespoke guidance plans for individuals depending on their needs. This results in pupils making well informed decisions regarding their post-16 educational/employment pathway.</p> <ul style="list-style-type: none"> <li>• The Welsh Baccalaureate is undertaken by nearly all pupils at KS4 and all pupils in KS5. The WBQ has effectively widened the learning experiences of learners whatever combination of subjects and courses they study and promoted engagement in work-related education and enterprise activities which prepares them well for employment and higher education.</li> <li>• Provision for MAT pupils is a developing feature of the school’s work. A newly appointed MAT co-ordinator has introduced a comprehensive action plan to support identified pupils.</li> <li>• Additional experiences such as theatre visits and guest speakers enrich and extend the opportunities for learning. The school provides a wide range of well-attended extra-curricular activities such as sports, music and art.</li> <li>• The school recognises the need to refine educational visits so they enhance greater understanding and learning.</li> </ul>	
<p><b>AREAS FOR DEVELOPMENT</b></p>	<p><b>LINKS TO STRATEGIC DOCUMENTS</b></p>
<ul style="list-style-type: none"> <li>• Develop strategies to support and develop pupils’ wider skills as outlined in ‘Successful Futures’</li> <li>• To continue as a Digital Pioneer School.</li> <li>• Develop strategies to support and challenge the top 25% of pupils.</li> <li>• Refine educational visits and extracurricular activities to ensure they complement the school curriculum</li> </ul>	<p><a href="#"><u>3yr School Development Plan – 3.2</u></a></p>

<b>AREA: 3 TEACHING AND LEARNING EXPERIENCES</b>	<b>Overall judgement</b>	<b>Good</b>
<b>ASPECT: 3.3 provision for skills</b>	<b>Judgement for 3.3</b>	<b>Good</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>Provision for skills is a developing feature of the school. Welsh Bacalaureate Skills Challenge qualifications in KS5 and the National Literacy and Numeracy test results are excellent. The monitoring of the LNF continues to be one the school's key priorities. Analysis of National Tests and the school's termly reviews inform intervention programmes in literacy and numeracy in KS3. A Literacy and Numeracy Action Plan is monitored regularly, by key staff, during specific meetings.</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The LNF/DCF Skills Team share good practice, confirm priorities in literacy and numeracy across the school and monitor progress against objectives set. These have formed a shared and agreed strategic clarity in terms of implementation of the LNF.</li> <li>• The existing work of the cluster IT PLC is proving successful in aligning IT practices across our five feeder primary schools. This provides a consistent experience in IT skills across the partner schools, before joining secondary school and aid a smoother transition.</li> <li>• In our most recent lesson observations and scrutiny of work it is evident that learners have good quality opportunities to develop their skills in lessons.</li> <li>• There is good provision for learners who have underdeveloped literacy and numeracy skills with well-embedded, cross-curricular, literacy and numeracy intervention programmes at KS3. NRT &amp; NNT, AWRT, CATs and prior Key Stage attainment identifies where support can be targeted efficiently, it is used to monitor and to direct support to learners. Pupils on intervention programmes make good progress in their learning and achieve above their expected points score at GCSE.</li> <li>• The most recent lesson observations and 'school to school' reviews show that teachers use individual, paired, group and whole class teaching strategies to effectively develop learners' thinking and problem solving skills.</li> <li>• Most pupils engage in a range of extra-curricular activities, homework clubs, sport, music, technology and art.</li> <li>• Most year 11 pupils attend subject based revision, after school, on weekends and during school holidays if needed.</li> <li>• Since May 2017 the school has invested curriculum time and finances to develop the ICT provision across the school. In the most recent lesson observations and work scrutiny we have seen a significant improved in pupils' ability to improve their ICT skills across the curriculum.</li> </ul>	<p><a href="#">KS3 Family Data</a></p> <p><a href="#">Pupil Product Review (Skills) Autumn 2017</a></p> <p><a href="#">Pupil Product Review (Skills) Autumn 2017</a></p>	
<b>AREAS FOR DEVELOPMENT</b>	<b>LINKS TO STRATEGIC DOCUMENTS</b>	
<ul style="list-style-type: none"> <li>• Ensure the curriculum should provide purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy, numeracy and ICT (Rec 2)</li> <li>• Ensure the skills provision is embedded across the whole curriculum</li> <li>• Use outcomes of National Reading Tests diagnostically to impact upon classroom practice.</li> </ul>	<p><a href="#">3yr School Development Plan – 3.3</a></p>	

<b>AREA: 4 CARE, SUPPORT AND GUIDANCE</b>	<b>Overall judgement</b>	<b>Excellent</b>
<b>ASPECT: 4.1 tracking, monitoring and the provision of learning support</b>	<b>Judgement for 4.1</b>	<b>Good</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>“Overall, the quality of care, support and guidance provided at Gowerton School is outstanding and prepares pupils very well for the responsibilities of adult life. The school has high expectations of pupils and uses assessment information well to monitor pupil progress and to target additional support.” ESTYN 2017</p> <p>The personalised care, support and guidance of pupils is at the heart of the school’s ethos. There is a well-established culture of high expectation in the school and the outstanding support for pupils’ wellbeing contributes greatly to pupils’ high standards and strong spiritual, moral, social and cultural development.</p> <p>The school has effective assessment, reporting and recording mechanisms to track and monitor the progress made by individual pupils and groups of learners. Teachers and school leaders use the newly developed tracking system to challenge pupils to attain high standards. This can also identify pupils who require support in order to plan suitable interventions to support progress, for example to improve pupils’ literacy and numeracy skills. Targeted support and interventions are tightly monitored and adjusted if they are not having the desired impact on pupils’ progress. The school uses a wide range of data to identify individual needs and plan beneficial intervention programmes, such as the highly effective mentoring programme to support pupils in Key Stage 4 and Key Stage 5.</p> <p>Since May 2017 IEPs have been developed to include and involve pupils and parents in setting and reviewing targets. Tracking and monitoring of ALN pupils at all Key Stage across the school is effective. The school also provides outstanding support for pupils with social, emotional and behavioural difficulties, which includes high quality nurture provision and strong links with specialist services to meet the needs of individual pupils. The Specialist Teaching Facility is a strong feature of the school and it provides a safe and nurturing environment for high functioning autistic pupils. These pupils are integrated very well into the life of the school, and other pupils benefit from their work in supporting this facility.</p> <p>The pastoral team has well-established procedures for managing the attendance of pupils. The ‘GOFAL’ team provides daily support for pupils with issue-based needs and liaises with a wide range of external agencies to effectively manage the reintegration of pupils who have been absent from school. Attendance rates are excellent and are well above family and national averages for the last three years. Persistent absence has declined considerably over the last three years and has been consistently well below local and national averages throughout this period.</p> <p>The school communicates well with parents and carers. The annual reports to parents and carers are comprehensive and provide meaningful information on their child’s strengths and targets for improvement. Parents and carers receive helpful termly review data that show how well their child is progressing in their learning as well as reporting on attendance, behaviour and effort. Attendance at parents’ evenings is excellent. The website is a strength of the school in communicating events and</p>		

<p>providing parents with a half termly newsletter.</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The North Gower Partnership has been recognised for its outstanding work in standardisation and moderation of KS2/3 work. This has had a positive impact on pupil outcomes in literacy and numeracy.</li> <li>• The mentoring programme has had a significant impact on pupils' progress and has impacted positively upon outcomes.</li> <li>• Significant improvements have been made in 'Assessment Recording and Reporting'. There is a good range of effective assessment approaches used across the school.</li> <li>• Highly efficient tracking of pupil's attainment is having a positive impact on outcomes. <b>This was a school priority for 2017.</b> The improvement in pupil outcomes at all Key Stages is a result of this excellent and timely intervention.</li> <li>• Valued home school links keep parents well informed about their child progress. E.g. the website and reports</li> <li>• FFT and Midyis predictive data is used to set challenging individual pupil, subject and whole school targets and to review performance of learners. This ensures challenge and high expectations for all.</li> <li>• Summative reports to parents/carers provide high quality feedback, which outline strengths and clear targets for improvement. Reports have recently been identified as best practice by our NSP partner and are used to share with other schools.</li> <li>• Pupils with ALN receive effective support from classroom teachers who are well informed about the needs of learners with ALN. Lessons are planned and differentiated, providing good support and also challenge which enable ALN pupils to achieve at levels which are above those expected.</li> </ul>	
<p><b>AREAS FOR DEVELOPMENT</b></p>	<p><b>LINKS TO STRATEGIC DOCUMENTS</b></p>
<ul style="list-style-type: none"> <li>• Further develop the IEP structure and pilot the IDP</li> <li>• Refine the mentoring programme to support all pupils in need</li> </ul>	<p><a href="#">3yr School Development Plan – 4.1</a></p>

<b>AREA: 4 CARE, SUPPORT AND GUIDANCE</b>	<b>Overall judgement</b>	<b>Excellent</b>
<b>ASPECT: 4.2 personal development</b>	<b>Judgement for 4.2</b>	<b>Excellent</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>“The school makes exemplary provision to develop active citizenship in its pupils. Links with community groups are exceptionally strong.” ESTYN 2017</p> <ul style="list-style-type: none"> <li>• The school encourages pupils to make healthy lifestyle choices, through appropriate curriculum activities as well as through the services it provides on site. Participation rates in PE lessons are excellent and pupils take part in a wide range of physical activities. The school has a comprehensive extra-curricular activity programme which is well attended. Pupils understand about healthy eating in PE, science, food technology and PSE and use this to make better food choices. Pupil choices at lunchtime confirm this improved understanding.</li> <li>• The school listens to pupils very well. There are opportunities for pupils to take responsibility and contribute to the school including being year representatives on year councils, eco-committee, and 2 pupils sitting on the full Governing Body as Pupil Governors. The school council provides a useful structure for pupils to meet and discuss issues in the school as well as having input in developing new policies.</li> <li>• PSE lessons are used effectively to develop the pupils’ ability to make healthy lifestyle choices in relation to healthy eating and drinking, substance misuse, sex and relationships, mental health and online safety. Visiting speakers present a variety of life skill topics to students across the Key Stages varying from health and wellbeing, substance misuse awareness, financial competence, preparing for FE colleges, and how to move on successfully to the next stage in their learning.</li> <li>• The school works successfully with a range of external organisations to support pupils’ wellbeing. Care, support and guidance are very well co-ordinated by the Deputy Headteacher with responsibility for wellbeing. The Pastoral Managers form a strong pastoral team who have a clear focus on supporting all pupils’ wellbeing and in reaching their academic targets. Effective Police liaison with the PCSOs has enabled the school to help support pupils within the community outside school hours which has significantly impacted on attendance, academic achievement and aspirations.</li> <li>• In the case of bullying issues we encourage pupils to report any incidents that they might witness. The school takes action if there is any incident of bullying reported.</li> </ul> <p>“The planning and provision for spiritual, moral, social and cultural education across the school are an outstanding feature. Topical themes are introduced through a comprehensive programme of tailored focus days, assemblies and lessons, which is supported very effectively by a wide range of external agencies. Many subjects also provide worthwhile experiences that enrich pupils’ knowledge and understanding of social and moral issues.” ESTYN 2017</p> <ul style="list-style-type: none"> <li>• Pupils have worked successfully with the Arts Council of Wales on cross curricular thematic projects to improve literacy skills as well as on STEM projects to improve outdoor learning opportunities.</li> <li>• Statutory requirements are met in the school’s arrangements for collective worship which contribute well to pupils’</li> </ul>	<p><a href="#">Healthy Schools Phase 3 Award</a>  <a href="#">Healthy Schools Phase 4 Evidence</a>  <a href="#">Girls extra curricular activities</a>  <a href="#">Boys extra curricular activities</a></p> <p><a href="#">Gofal Intervention and partnerships</a></p>	

<p>spiritual and moral development.</p>	
<p><b>AREAS FOR DEVELOPMENT</b></p>	<p><b>LINKS TO STRATEGIC DOCUMENTS</b></p>
<ul style="list-style-type: none"> <li>• Support and develop health and wellbeing provision.</li> <li>• Further develop the PSE programme to maintain relevance</li> <li>• Implement a parent forum to engage and inform families on the schools' role and function</li> </ul>	<p><a href="#">3yr School Development Plan – 4.2</a></p>

<b>AREA: 4 CARE, SUPPORT AND GUIDANCE</b>	<b>Overall judgement</b>	<b>Excellent</b>
<b>ASPECT: 4.3 Safeguarding</b>	<b>Judgement for 4.3</b>	<b>Excellent</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<ul style="list-style-type: none"> <li>All staff know the Child Protection Officer and Deputy Child Protection Officer. The school has a designated CP governor who has relevant experience and expertise within Child Protection. Relevant safeguarding – related policies are reviewed and updated annually. Staff are continually updated on developments in safeguarding. All staff are aware of the school’s child protection policy and implementation processes. The policy contains all the relevant information on referral procedures. All staff have received up-to-date training from the LA officer with responsibility for safeguarding (September 2017.) School governors have received up to date training in Child Protection. The school ensures that new staff, NQTs and student teachers receive appropriate induction which includes CP training. The school has an up to date Strategic equality plan, which includes the school’s Accessibility Plan. Attendance is excellent and impacts on learning outcomes. The Attendance Officer makes ‘first day calls’ to check attendance and punctuality and this system ensures that the school and parents are quickly informed of the whereabouts of all pupils. Appropriate fire evacuation procedures are in place. All pupils are aware of these and regular fire drills ensure the safety of all pupils.</li> <li>All incidents of inappropriate behaviour by pupils is recorded and records are safely kept in GOFAL. This system ensures that all incidents are dealt with quickly and effectively and information shared with relevant staff and parents. Pupils are encouraged to discuss issues with members of GOFAL. This system has a positive impact upon pupil behaviour and promotes restorative processes. Internet safety policies and procedures are shared with pupils and parents. Consequently pupils are very knowledgeable and aware of issues.</li> <li>All staff are checked with DBS before they are able to work at the school. All staff know the Child Protection Officer and Deputy Child Protection Officer. The well qualified Child Welfare Manager provides knowledge and expertise to ensure that all pupils’ medical needs are met. All concerns are shared with all staff and Health care Plans are created to provide appropriate support and share relevant information. Specific staff are trained appropriately to support all pupils and promote inclusion – Manual Handling, Epilepsy, Diabetes, Asthma, Heart Start,</li> <li>Appropriate Health and Safety procedures are in place throughout the school site and regular checks are carried out to ensure pupil safety. The computerised Signing IN/OUT procedures are shared with all pupils and parents to appropriately support safeguarding arrangements. Revised safeguarding arrangements linked to improved site security have been shared with pupils, staff, governors and parents.</li> </ul>	<p><a href="#">Child Protection policy</a></p> <p><a href="#">Acceptable use of the internet policy</a></p> <p><a href="#">Emergency Evacuation Procedures</a></p>	
<b>AREAS FOR DEVELOPMENT</b>	<b>LINKS TO STRATEGIC DOCUMENTS</b>	
<ul style="list-style-type: none"> <li>Ensure the school’s arrangements for safeguarding pupils continue to meet requirements and give no cause for concern.</li> </ul>	<a href="#">3yr School Development Plan – 4.3</a>	
<b>AREA: 5 LEADERSHIP AND MANAGEMENT</b>	<b>Overall judgement</b>	<b>Good</b>



ASPECT: 5.1 quality and effectiveness of leaders and managers, including the governing body	Judgement for 5.1	Good
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>“Leadership to date has had a significant impact on the high standards that pupils achieve by the end of Key Stage 4..... it has successfully established an extremely supportive and caring ethos, and this provides a secure and happy environment. There is a clear vision for the school based on every pupil achieving their potential. This is shared and well understood by all.” ESTYN 2017</p> <p>The Senior Leadership team of the school consists of the Headship Team and key strategic personnel e.g. Key Stage Co-ordinators and core subject ALCs . The SLT take a proactive role in leading school improvement in a number of key areas. These include a strong lead on teaching and learning , developing skills curriculum in KS3 and improving systems of accountability at all levels of leadership. The school has successfully implemented leadership programmes for aspiring senior and middle leaders to provide experience and build capacity</p> <p>Well-refined systems of data tracking are constructively used to monitor progress against its improvement targets, and to plan and hone strategies which support individuals and groups of pupils very well. <b>This was a school priority for 2017.</b> Data is also used very effectively to evaluate the performance of teachers. Leaders use these systems well to deal with underperformance sensitively, robustly and successfully. Senior leadership team meetings focus appropriately on the analysis of tracking information. This helps to identify pupils who are underperforming and to instigate and monitor interventions that help pupils to succeed. This has had an impact on improving standards at KS3, 4 and 5, improving standards in literacy and numeracy, as well as improving attendance and behaviour.</p> <p>The Governing Body structure has recently been revised to address the challenges in education. The work of the Governing Body is developing in fully supporting and challenging the school and the Headship Team to achieve the best possible outcomes for our pupils.</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• School development priorities are understood and are included in departmental plans showing a common purpose throughout the school.</li> <li>• The performance management structure has developed of late and is closely aligned to the whole school priorities and therefore the SDP and DDPs. Challenging and data driven performance targets are set for all staff in the school.</li> <li>• The well designed school prospectus and website clearly sets out the aims of the school to all.</li> <li>• Roles and responsibilities are clearly understood by all. Improved accountability at all levels has led to and increased sense of ownership in outcomes at all levels. Leadership and management structures are improving with a strong sense of rigour, challenge and support for all TLR holders.</li> <li>• The school development plan is reviewed on a termly basis, along with the work of Headship Team members to ensure that developments are undertaken in a timely manner. Governors are updated on progress against the SDP on a termly basis which ensures an increasing level accountability and scrutiny.</li> </ul>	<p><a href="#">Gowerton Staffing Structure 2017</a></p>	

<ul style="list-style-type: none"> <li>• The Headship Team closely monitors the work of senior leaders and area coordinators with 'link meetings' focused on core issues and outcomes. Strategically planned agendas are shared well in advance with resulting action points recorded and followed up in subsequent meetings. This emerging, coherent approach gives a common purpose, ensures senior leaders are supported/challenged and has had a lasting impact on pupil outcomes.</li> <li>• Data is used rigorously by Headship Team, progress managers and heads of department to monitor performance and to identify areas for improvement. Information about the performance of pupils is shared regularly with parents.</li> <li>• The management structure for associate staff is an improving feature</li> <li>• Issues of underperformance are addressed rigorously and supportively. Action plans are used to plan and support colleagues to improve their work. This approach has proven to have a positive impact on outcomes.</li> <li>• Performance management identifies individual and whole school training needs which are prioritised carefully to ensure the best outcomes are achieved as a result of the training for our pupils.</li> <li>• Pupil groups have a significant voice in a wide range of school life, including the appointment of new staff; in consultation for reviewing the quality of the School Development Plan.</li> <li>• The school takes very good account of local and national priorities. The school has made good progress in the implementation of the LNF/DCF. The LNF/DCF has been embraced by all the teachers and teaching assistants in the school. All teachers use the LNF/DCF to plan learning experiences in their subjects. The impact on pupils can be seen by the very good outcomes in the National literacy and numeracy tests and the improvement in outcomes at KS3 across the curriculum.</li> <li>• The structure of the sub-committees of the Governing Body has been changed to reflect the clear focus of the Governing Body on continuing to improve standards.</li> <li>• The Governing Body is well-informed of all local and national priorities and the work of the school in meeting these through termly monitoring of the SDP. The governors offer support and challenge to the school in meeting National priorities.</li> <li>• The governors provide challenge and appropriate support to the school in ensuring that the school achieves the outcomes expected for pupils at the end of Key Stages.</li> <li>• The Governing Body is very well informed through Headship Team reports, through reports by the Deputy/Assistant Headteachers of their work; staff present accounts of their work to the sub-committee of the Governing Body. Staff understand that they are accountable to the Governing Body. Pupil groups present their work to the sub-committee.</li> <li>• The Governing Body supports the school in the very active way in which it contributes to the recruitment and appointment of new staff. The governors have a strategic view of the whole staffing structure and support the Headship Team in making decisions on staffing.</li> <li>• Pupils have representation in Governing Body meetings and make a full and active contribution.</li> <li>• The governors subcommittee Business and Resources monitors and evaluates the resources of the school very effectively. Governors effectively monitor the impact of spending against outcomes.</li> <li>• The Governing Body makes sure that processes are followed exactly.</li> <li>• The complaints policy is clear and on the school website.</li> </ul>	
<p><b>AREAS FOR DEVELOPMENT</b></p>	<p><b>LINKS TO STRATEGIC DOCUMENTS</b></p>

- Ensure all leaders and managers understand their roles and responsibilities (Rec 3)
- Ensure school calendar reflects transparent management structure with appropriate and effective implementation strategies directly impacting positively on pupil standards and school priorities (Rec 3)
- Standards review is developed to include a stronger focus on the teaching and learning element (Rec 4)
- Ensure all meetings are effective in securing outcomes (Rec 3)
- Ensure governing body attends update training.
- Ensure GB minutes in meetings reflect level of challenge (Rec 3)
- To further develop specific training for leadership for aspiring senior and middle leaders.

**3yr School Development Plan – 5.1**

<b>AREA: 5 LEADERSHIP AND MANAGEMENT</b>	<b>Overall judgement</b>	<b>Good</b>
<b>ASPECT: 5.2 self-evaluation processes and improvement planning</b>	<b>Judgement for 5.2</b>	<b>Good</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>“The school has an established quality assurance programme. The helpful ‘School on a page’ and ‘Department on a page’ documents give a concise overview of the school’s evaluation of data and a few aspects of provision. The whole-school self-evaluation report includes a fitting analysis of performance data and an honest appraisal of performance in key indicators.” ESTYN 2017</p> <p>The school is continuing to improve on its self-evaluation processes. The school recognises the need to develop its capacity to look critically at performance data, classroom provision and pupil product in order to plan and secure improvement.</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The school has a clear QA schedule that is used by all staff to map key self-evaluation activities throughout the year. Standards of provision are monitored closely throughout the academic year and any action is taken early. This ensures that the provision to support and improve pupil progress is maintained.</li> <li>• Rigorous school to school self-evaluation is a regular part of school self-evaluation processes. It takes account of the views of staff from partner schools on standards, teaching and learning. It encourages pupils to share their views and raise concerns.</li> <li>• School to school whole school focus reviews ensure robust monitoring and evaluation of whole school priorities.</li> <li>• Structured link meetings between SLT members and relevant staff focus on self-evaluation of the school priorities and pupil progress. There is a clear focus in all areas of the school to improve pupil outcomes.</li> <li>• Curriculum Areas and the Wellbeing Area monitor pupil progress throughout the academic year ensuring underachieving pupils are identified and supported. This process ensures that nearly all pupils achieve their potential at KS3, KS4 and KS5. Underperformance of pupils is identified and support is targeted immediately. Patterns identified within classes and subjects are addressed.</li> <li>• Teachers are observed at least three times during the academic year as part of the school’s quality assurance processes. This consists of Performance Management Observations, peer observations and reviews. All teaching staff participate in observations both as observers and teachers. Feedback is used to inform targets for improvements of the teacher’s skills and pupils’ standards.</li> <li>• All staff monitor pupil product, they identify strengths and areas for development. This information informs self-evaluation reports. Any underperformance is addressed quickly.</li> <li>• Middle leaders initiate improvements in self-evaluation. Peer observations focus on the acquisition of literacy skills and pupil standards.</li> <li>• Aspiring Leaders conduct whole school reviews that are used to identify and address areas for development. <b>This was a school priority for 2017.</b></li> <li>• The termly review cycle focuses on pupil outcomes. External agencies (IMPACT School Improvement) offer an impartial</li> </ul>		

<p>view on the work of the school and of departments. Staff fully contribute to internal reviews, they observe each other teaching, monitor the work of the pupils and share their views with the Headship Team.</p> <ul style="list-style-type: none"> <li>• Governors have a detailed understanding of both schools' performance and provide support and challenge</li> <li>• The school's SER informs Areas for Development which are all carefully linked to strategic documents i.e. the School Development Plan.</li> <li>• The School Development Plan is collaboratively created (involving all staff at the initial stage) with specific, realistic timescales. The collaborative ethos of the school is reflected in how the responsibility in delivery of the SDP is reflected within the document.</li> </ul>	
<p><b>AREAS FOR DEVELOPMENT</b></p>	<p><b>LINKS TO STRATEGIC DOCUMENTS</b></p>
<ul style="list-style-type: none"> <li>• Introduce a new three-year SDP</li> <li>• Maintain annual action plans</li> <li>• Reinforce QA calendar (Rec 4)</li> <li>• Ensure consistency in whole-school approaches to self-evaluation and improvement planning (Rec 3)</li> <li>• Departmental DDP to include whole school and departmental targets and priorities and reviewed regularly (Rec 3)</li> </ul>	<p><u><a href="#">3yr School Development Plan – 5.2</a></u></p>

<b>AREA: 5 LEADERSHIP AND MANAGEMENT</b>	<b>Overall judgement</b>	<b>Good</b>
<b>ASPECT: 5.3 professional learning</b>	<b>Judgement for 5.3</b>	<b>Good</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>“The school provides a wide range of relevant and beneficial professional development opportunities for staff. Teachers strongly appreciate the opportunity to share and observe practice within Gowerton and in other schools and the impact this has on developing their practice.” ESTYN 2017</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The school places a strong emphasis on professional learning, and this is beginning to result in improved, consistent and effective classroom practice. <b>This was a school priority for 2017.</b></li> <li>• A growing number of middle leaders are innovative in their work and support the development of innovative approaches to teaching and learning very well.</li> <li>• Highly successful collaboration with partner comprehensive schools has supported continued professional development of middle leaders; has developed collaborative direct classroom observation; shared good practice with other teachers; and developed innovative approaches to teaching and learning and supported evaluation.</li> <li>• The level of involvement of staff in the school in successful networks of professional practice is progressing.</li> <li>• The school’s performance management processes are closely linked to the school’s priorities and pupils’ needs. This ensures that all CPD and training needs of staff are identified and supported to improve the outcomes of pupils.</li> <li>• Four middle leaders currently follow an Aspiring Leaders programme which prepares them for senior leadership roles and thus successfully creates a culture of professional development and clear succession strategies. Ten members of staff are currently following the Aspiring Middle Leaders course. <b>This was a school priority for 2017.</b></li> <li>• Underperforming staff are supported and challenged effectively using early intervention and held accountable to clear expectations.</li> <li>• Professional learning is aligned to pupils’ learning to ensure impact. CPD priorities are driven by the School Development Plan, Departmental Development Plans and Performance Management Objectives. CPD is recorded on a tracking system to ensure a high level of coherence against the school’s priorities and ensuring CPD for all.</li> </ul>		
<b>AREAS FOR DEVELOPMENT</b>	<b>LINKS TO STRATEGIC DOCUMENTS</b>	
<ul style="list-style-type: none"> <li>• <b>Maintain leadership programmes AMLP and ASLP to build leadership capacity</b></li> <li>• <b>Develop Professional Learning Opportunities for all staff</b></li> <li>• <b>Implement new PTS and ensure that they play a full part in the performance management cycle (Rec 4)</b></li> <li>• <b>Develop school to school programme with local schools</b></li> <li>• <b>Implement Leader of Learning programme within cluster</b></li> <li>• <b>Ensure INSET is focussed on school priorities</b></li> <li>• <b>INSET working parties for 2017/18 to focus more closely on pedagogical principles</b></li> </ul>	<b><u>3yr School Development Plan – 5.3</u></b>	

<b>AREA: 5 LEADERSHIP AND MANAGEMENT</b>	<b>Overall judgement</b>	<b>Good</b>
<b>ASPECT: 5.4 use of resources</b>	<b>Judgement for 5.4</b>	<b>Excellent</b>
<b>EVALUATION</b>	<b>EVIDENCE</b>	
<p>“The school manages its resources well. It is appropriately staffed to meet the needs of curriculum, and teachers and support staff are deployed to assist pupils’ progress effectively. Funding is directed appropriately towards developmental priorities, and spending decisions are well considered. Leaders manage the school’s budget efficiently. The school make effective use of grant funding.” ESTYN 2017</p> <ul style="list-style-type: none"> <li>• Funding from the pupil deprivation grant is allocated successfully to improve attendance and performance of the school’s most vulnerable pupils.</li> <li>• The Headteacher, Finance Coordinator and Governors monitor the budget closely. Spending reflects the strategic priorities in school plans and expenditure is monitored closely in order to seek the highest possible impact on pupils’ achievement.</li> <li>• Detailed analysis year on year of staffing levels and affordability, linked to difficult decisions where necessary have ensured that the staffing component of the school, as well as learning resources, is accurately matched to curricular need and is affordable.</li> <li>• The overall percentage of budget spent on staffing is appropriate in accordance with the National Agreement.</li> <li>• Applications to access Early Retirement/Voluntary Redundancy for the Efficiency of the Service have been supported by robust business cases to enable the reduction of staffing costs. This has ensured that there has only been one compulsory redundancy in recent years leading to a stable and consistent staffing profile.</li> <li>• Resources available to the school are used very effectively and proportionately to support provision, which has a positive impact on standards and improved literacy and numeracy skills.</li> <li>• The curriculum is well staffed and nearly all subjects are taught by teachers within their area of expertise.</li> <li>• An analysis of pupil projections over a three year period to highlight any falling role to ensure that staffing levels can be planned and managed on a temporary basis if appropriate.</li> <li>• Extremely robust practices in terms of procurement, eliminating waste and premises maintenance and development have maximised the potential of the building and the outdoor learning environment.</li> <li>• The school has been successful in accessing Local Authority funding for capital projects such as a new fire alarm system.</li> <li>• The Business and Resources committee of the Governing Body takes a strong and proactive role in the financial management of the school, balancing conflicting priorities sensibly and sensitively. Expenditure is set at a level which is consistently within the allocated delegated budget and reserves.</li> <li>• The school provides the best standards of accommodation possible within the budget constraints that currently exist. The school is working with the local authority to develop the site and replace accommodation which is not fit for purpose. The school has a well-planned curriculum which ensures nearly all classrooms are used at all times.</li> <li>• Teaching assistants and associate staff are deployed to provide effective support for all pupils to give them the best</li> </ul>		

<p>learning experiences.</p> <ul style="list-style-type: none"> <li>• The National Workload Agreement has been met in full.</li> <li>• Cost centres within the school budget are reviewed annually to reflect changing circumstances and priorities.</li> <li>• Effective management of resources ensures pupils have appropriate learning experiences.</li> </ul>	
<p><b>AREAS FOR DEVELOPMENT</b></p>	<p><b>LINKS TO STRATEGIC DOCUMENTS</b></p>
<ul style="list-style-type: none"> <li>• Ensure that grants are utilised to maximum effect and outcomes are clear and transparent</li> <li>• Work with the LA to address accommodation issues</li> <li>• To continue to access Local Authority funding for capital projects in respect of school buildings and grounds.</li> </ul>	<p><u><a href="#">3yr School Development Plan – 5.4</a></u></p>