

Full details available in:

- School Improvement Plan 2015-18
- Self-Evaluation Report
- WG Data Packs

Gowerton School Summary 2015-2018

KEY STAGE 4 INDICATORS							
Year	Band/Cat	L2+	L2 English	L2 Maths	CSI	Capped points	L2
2017	A	64%-BM2	76%-BM1	70%-BM2	64%-BM2	379*-BM2	78%-BM2
2016	1A	78%-BM1	84%-BM1	84%-BM1	78%-BM1	381-BM1	99%-BM1
2015	1A	72% -BM1	83%-BM1	77%-BM1	71%-BM1	378-BM1	99%-BM1

SCHOOL DATA			
Year	2014/15	2015/16	2016/17
Attendance	94.1%	95%	95.1%
FSM	13%	13.1%	12.7%
EAL	1.3%	1.3%	3.3%
School Action	7.8%	7.4%	9.7%
Statemented	4.5%	4.8%	4.8%
Fixed Excl. (no. pupils)	49 (31)	33 (29)	7 (3)
Permanent Excl.	2	1	0
No. on roll	1132	1095	1083

INSPECTION 2017	
Key issues from last inspection:	
R1 Improve the progress that all pupils make in lessons	
R2 Improve pupils' standards in Welsh and information and communication technology across the curriculum	
R3 Improve systems of accountability at all levels of leadership	
R4 Ensure that self-evaluation and improvement planning focus appropriately on the quality of teaching and the progress made by pupils in their lessons	

WELLBEING & ATTITUDES TO LEARNING	
<ul style="list-style-type: none"> • Improve attendance to 96%+ • Further develop Healthy Schools initiative • Further develop the GOFAL • Further develop programmes to ensure all pupils are ambitious, confident, capable and independent learners • Maintain exemplary behaviour • Embed ESDGC programme • Achieve RP accreditation for the whole school • Achieve RRS level 2 	

LEADERSHIP & MANAGEMENT	
<ul style="list-style-type: none"> • Ensure all leaders & managers understand roles & responsibilities • Ensure school calendar reflects transparent management • Departmental DDP to include whole school and dept targets • Standards review developed to include a stronger focus on T&L • Ensure GB minutes in meetings reflect level of challenge • Introduce new 3yr SDP and maintain annual action plans • Reinforce QA calendar • Ensure consistency in self-evaluation • Maintain leadership programmes and develop PLOs for all staff • Implement new PTS & integrate in performance management • Develop school to school programme • Implement Leader of Learning programme • Ensure INSET is focused on school priorities • Ensure grants are utilised to maximum effect • Work with the LA to address accommodation issues 	

TEACHING AND LEARNING	
<p>The quality of teaching is of a high standard and is effective in ensuring that nearly all pupils develop their skills, knowledge and understanding to an appropriate level as they progress through the school.</p> <p>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; setting challenging targets for all abilities, teaching is very engaging and pupils are motivated learners who want to achieve.</p> <p>All teachers have excellent subject knowledge and nearly all are teaching their specialist subject.</p>	

SCHOOL PRIORITIES 2017/18	
<p>STANDARDS</p> <ul style="list-style-type: none"> • Continue to improve KPI's in KS4 • Improve VAP at KS5 • Improve achievement and attainment of identified groups • Acquisition & application of Literacy/Numeracy/ICT skills • Ensure skills progression for all pupils across key stages • Increase number of pupils achieving qualification in Welsh • Improve use of Welsh language skills 	

CARE, SUPPORT & GUIDANCE	
<ul style="list-style-type: none"> • Implement safeguarding tracking process • Develop tracking system to monitor value added progression • Develop IEP structure to reflect views of all • Develop school inclusion programmes to support parents/carers • Develop the healthy lifestyle programme for all pupils • Maintain the WRE programme • Enhance extracurricular opportunities for all pupils • Implement a parent forum • Ensure acts of collective worship meet statutory requirements 	

TEACHING & LEARNING EXPERIENCES	
<ul style="list-style-type: none"> • Ensure teaching is successful in meeting pupils' needs • Ensure that staff plan collaboratively and effectively • Ensure staff use a range of approaches and resources • Redefine assessment policy to incorporate self/peer/teacher assessments • Ensure the school is ready for successful futures in 2022 • Ensure work as digital pioneer school is ready by 2019 • Expand and develop the KS2/3 curriculum • Skills provision is embedded across the whole curriculum 	

SELF EVALUATION 2017			
Standards	Good	Strengths	<ul style="list-style-type: none"> Above line of expectation for 3 years Top end of family for the last 3 years All key Indicators benchmark quartile 1/2 for 3 years eFSM performance at L2+ is excellent at 56% for 2017. This was a school priority for 2017. 5 A/A* Performance continues to improve, 3 year positive trend. This was a school priority for 2017. No reliance on Key/Essential Skills National tests benchmarking above National averages for all assessments over the whole of KS3.
		Developments	<ul style="list-style-type: none"> Address 'dip' in Maths/Numeracy GCSE performance Phased introduction of full course GCSE Welsh for all.
Wellbeing & attitudes to learning	Excellent	Strengths	<ul style="list-style-type: none"> 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. 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. 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. This was a school priority for 2017. The school complies fully with local and national guidelines for PSE, sex education and safeguarding
		Developments	<ul style="list-style-type: none"> To obtain Level 2 Rights Respecting Schools award. Further develop independent learners as part of a cluster approach To achieve Restorative Practice accreditation for the whole school Embed ESDGC programme Improving attendance to 96% + in the next 3 years Reduce rates of persistent absence
Teaching & learning experiences	Good	Strengths	<ul style="list-style-type: none"> School curriculum meets National priorities & the needs of learners Good teaching & excellent pastoral support Effective tracking & targeted intervention. This was a school priority for 2017.
		Developments	<ul style="list-style-type: none"> R1 Improve the progress that all pupils make in lessons R2 Improve pupils' standards in Welsh and information and communication technology across the curriculum Continue to develop Digital Literacy Continue to develop the Welsh dimension and use of incidental Welsh. This was a school priority for 2017.
Care, support & guidance	Excellent	Strengths	<ul style="list-style-type: none"> 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. Significant improvements have been made in 'Assessment Recording and Reporting'. There is a good range of effective assessment approaches used across the school. Highly efficient tracking of pupil's attainment is having a positive impact on outcomes. This was a school priority for 2017. The improvement in pupil outcomes at all Key Stages is a result of this excellent and timely intervention. 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. 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.
		Developments	<ul style="list-style-type: none"> Further develop the IEP structure and pilot the IDP Refine the mentoring programme to support all pupils in need Support and develop health and wellbeing provision. Further develop the PSE programme to maintain relevance Implement a parent forum to engage and inform families on the schools' role and function Ensure the school's arrangements for safeguarding pupils continue to meet requirements and give no cause for concern.
Leadership	Good	Strengths	<ul style="list-style-type: none"> Strategic direction and planning has delivered outcomes better than modelled. Targeted intervention delivering excellent outcomes
		Developments	<ul style="list-style-type: none"> R3 Improve systems of accountability at all levels of leadership R4 Ensure that self-evaluation and improvement planning focus appropriately on the quality of teaching and the progress made by pupils in their lessons Build capacity of middle leaders & all staff alongside quality assurance processes