



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

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

**Sir Thomas Picton School  
Queensway  
Haverfordwest  
Pembrokeshire  
SA61 2NX**

**Date of visit: June 2016**

**by**

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

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### The monitoring team

Mr Tony Sparks	Reporting Inspector
Mrs Michelle Gosney	Team Inspector
Ms Jemma Thieme	Local authority representative

### Outcome of monitoring

Sir Thomas Picton is judged to have made insufficient progress in relation to the recommendations following the core inspection in January 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

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

Estyn inspectors will re-visit the school in about three months' time to evaluate the school's action plan and identify any early improvements to the provision.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013(1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff. Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

## Progress since the last inspection

### **Recommendation 1: Raise standards and improve performance across key stage 3 and key stage 4, particularly that of boys**

Limited progress in addressing the recommendation

In 2015, following the core inspection, performance improved in all indicators at key stage 3. However, at key stage 4, performance fell in every indicator and was lower than at the time of the inspection.

Over the past four years, performance in the majority of key stage 4 indicators has fallen, moving the school from being in the top 25% to the bottom 25% of similar schools, according to levels of eligibility for free school meals.

In 2015, performance in the level 2 threshold including English and mathematics dipped for the third consecutive year and has been below modelled outcomes for the past two years. In 2015, this places the school in the bottom 25% of similar schools, after placing it in the lower 50% at the time of the inspection, as is the case with mathematics. Performance in the level 2 threshold, the level 1 threshold and in English dipped below the national average in 2015 and also places the school in the bottom 25% of similar schools after placing it in the lower 50% at the time of the inspection. A decline in the capped points score and in the core subject indicator now places the school in the bottom 25% of similar schools after placing it in the upper 50% at the time of the inspection. Performance in science also fell and this now places the school in the lower 50% of similar schools after placing it in the top 25% at the time of the inspection.

The progress pupils make by the end of key stage 4 has fallen over the last three years. In 2015, pupils made less progress than expected, from previous key stages, in every indicator.

At key stage 3, in 2015, performance in the core subject indicator improved by ten percentage points and places the school in the upper 50% of similar schools after placing it in the bottom 25% at the time of the inspection. Improvements in the core subjects individually place the school in the upper 50% of similar schools for mathematics and in the lower 50% for English and science after the bottom 25% at the time of the inspection. Unverified data for 2016 suggests a slight improvement in science but a dip in the core subject indicator and in English, with mathematics remaining at the same level.

In 2015, at key stage 3, the performance of boys improved in all key indicators and was above the family average for the first time in three years. However, at key stage 4, their performance fell, and was lower than at the time of the inspection, in many indicators. Over the past three years, the performance of boys at key stage 4 has mostly been below the family average in many indicators and in 2015 is below the national average in the majority.

At key stage 3, in 2015, the performance of pupils eligible for free school meals improved in every indicator but remains below the family and national averages

as it was at the time of the inspection. However, the performance of this group of pupils at key stage 4 fell significantly in the majority of indicators and is below the family and national averages for all indicators except science where it is below the family average.

## **Recommendation 2: Improve the leadership skills of middle leaders**

Limited progress in addressing the recommendation

Since the core inspection, the school has identified suitable external support to improve the leadership skills of both senior and middle leaders. However, this support for all levels of leadership has not had sufficient impact in important areas of the school's work, such as raising standards in key stage 4.

A minority of middle leaders have received useful external training to support them in their leadership role. Most middle leaders now have a clearer understanding of their roles and responsibilities than at the time of the core inspection. Around half of heads of department analyse data competently to evaluate performance. However, the role of the head of year is underdeveloped and does not support the academic progress of pupils sufficiently.

There are clear line management arrangements for all middle leaders and regular meetings take place with senior leaders. Although these meetings focus increasingly upon pupil progress, the minutes from these meetings do not identify clear, robust action points. Furthermore, performance management targets, based upon pupil performance, are not sufficiently precise or challenging. Partly as a consequence, senior leaders do not monitor effectively the progress of middle leaders towards agreed goals or hold them to account well enough.

## **Recommendation 3: Improve the quality of self-evaluation and improvement planning by middle leaders**

Limited progress in addressing the recommendation

Since the core inspection, the school has established a common approach to self-evaluation and improvement planning. However, these processes have not had sufficient impact on raising the standards achieved by pupils, particularly at key stage 4.

The quality of departmental self-evaluation is too variable. Around half of heads of department produce plans that analyse data effectively. A minority of plans are sufficiently evaluative and use first hand evidence appropriately. However, the value of first hand evidence such as lesson observations and work scrutiny is limited, as they do not place enough focus on the progress of pupils, the quality of their learning or the development of their skills.

A minority of departments' self-evaluation outcomes link effectively with their improvement plan to provide documents that can support improvement effectively. However, a majority of departmental improvement plans focus only on whole school targets and are therefore not specific enough to address the areas requiring improvement in the respective department.

The quality of pastoral evaluations and improvement plans is also too variable. A minority of plans fail to evaluate important areas of their work, for example attendance.

#### **Recommendation 4: Improve pupils' attendance**

Limited progress in addressing the recommendation

The school has very recently reviewed its processes for monitoring pupils' attendance. It has introduced a new attendance policy and protocols following consultation with pupils and staff. However, these processes have not had a positive impact on the rate of pupils' attendance, which has remained below modelled outcomes for the last three years.

Following the core inspection, the rate of pupils' attendance improved slightly. The extent of this improvement since the inspection, and also that over the last three years, is slightly less than the average improvement in schools nationally. In 2015, the rate of attendance places the school in the bottom 25% of similar schools for the second time in three years, after placing it in the lower 50% at the time of the inspection. In 2015, persistent absence was the highest for five years. Unverified figures for attendance in 2016 show a very slight fall in attendance and an increase in persistent absence.

The school now monitors suitably the attendance of all pupils by year group and by gender. However, the monitoring of the attendance of groups of pupils, including those eligible for free school meals, remains underdeveloped.

#### **Recommendation 5: Address the health and safety concerns raised during the inspection**

Very good progress in addressing the recommendation

The school has addressed suitably the health and safety issues identified during the core inspection.

<b>Recommendations</b>
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In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.