



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

**Report following monitoring
Level of follow-up: Significant Improvement**

**Ysgol John Bright
Maesdu Road
Llandudno
Conwy
LL30 1DF**

Date of visit: January 2019

by

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

Outcome of visit

Ysgol John Bright is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

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, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress 12 months after the publication of this report.

Progress since the last inspection

R1. Raise standards in English in key stage 4

Since the core inspection, and particularly since the appointment of the current headteacher in 2016, the school has implemented an appropriate range of measures intended to improve standards in English. This includes changes to personnel, monitoring procedures and to the groupings of pupils. However, this has not led to the sufficient, sustained improvements required. In 2018, performance in English is much lower than at the time of the core inspection and significantly below expectation.

Performance in English has fallen and compares poorly to that in similar schools each year since the core inspection. Since that inspection, it has fallen over 17 percentage points which is much greater than the dip in similar schools and in schools nationally.

In 2018, overall performance at key stage 4 fell and is lower than at the time of the core inspection in nearly all indicators. Performance in both the level 2 threshold, including English or Welsh and mathematics, and in the capped points score, is much lower than at the time of that inspection and significantly below expectation. The proportion of pupils gaining five GCSE or equivalent grades at A*-A improved in 2018 and is slightly higher than at the time of the core inspection, but also remains below expectation. In the three years from 2015 to 2017, pupils made less progress than expected in many key stage 4 indicators and significantly less in just over half.

Although the performance of girls improved in the majority of indicators in 2018, it is still lower than at the time of the core inspection in all indicators. Their performance is also lower than the average in similar schools in all indicators, and in schools nationally in most. This is a much weaker situation than at the time of the core inspection.

In 2018, the performance of pupils eligible for free school meals, fell in the majority of indicators and is lower than at the time of the core inspection in most. It is also lower in all indicators than the average for the same group of pupils, in similar schools, and in schools nationally.

In the majority of lessons, many pupils settle to their work promptly, behave well and make appropriate progress. However, in a minority of lessons, pupils do not extend their knowledge or develop their understanding well enough, and do not make the progress they should. A minority of pupils are generally slow to settle to their work and do not listen to the teacher with sufficient attention and respect. As a result, they miss information and instructions that would help them learn. A few pupils are easily distracted and occasionally involve themselves in off-task behaviour. This impacts negatively on their own learning and that of others.

A few pupils provide well-developed verbal responses, though the responses of many remain brief and underdeveloped. Close to half of pupils prefer to remain passive and do not involve themselves in their learning well enough.

Many pupils take pride in their work, particularly in its presentation. Around half produce writing that is technically secure and structured suitably. However, a similar proportion continue to make too many basic errors. Their writing often lacks control and is not structured well enough.

The majority of pupils skim and scan suitably to locate information on topics such as factors affecting immigration to the United States of America in the early twentieth century and the assassination of the Archduke Franz Ferdinand. Although a few make good use of inference and deduction, usually to enhance their understanding of literary texts and the thoughts and feelings of characters, around half of pupils do not use a sufficient range of reading strategies to support their learning.

Many pupils have appropriate command of the four rules of number and are confident in using whole numbers, fractions and decimals. They construct line graphs and pie charts competently though only a few use graphs to draw reasoned conclusions. Overall, pupils do not apply their number skills well enough to solve everyday problems in different subjects.

R2. Improve boys' performance in key stage 4

Since the core inspection, the school has continued to implement a range of relevant measures to improve the performance of boys. This includes a 100 day Rapid Improvement Plan, primarily for boys in Year 11, that is supported by appropriate tracking of their performance and changes to behaviour management. This has contributed to a reduction in the number of days lost to fixed term exclusions by boys

in that year group but it has not led to the improvements in standards that are required.

After improvement in 2016 in many indicators, boys' performance fell in every indicator in each of the two following years. In 2018, their performance is much lower than at the time of the core inspection in all indicators. It is also lower in all indicators than the average in similar schools, and in schools nationally.

R3. Refine lesson planning to ensure that tasks and resources take due account of the full range of pupils' needs and abilities, particularly for more able pupils and those with individual education plans

Since the core inspection, the school has introduced a number of relevant strategies to improve the quality of lesson planning. However, progress in implementing these strategies has been too slow and there has been little impact on improving the standards pupils achieve.

Since September 2018, the school has gradually introduced a whole-school approach to lesson planning that places a greater emphasis on pupil progress and involvement in lessons. The school has provided valuable training on this approach for all teachers and this has had a positive impact on staff morale. The school has established useful cross-curricular discussion groups to enable teachers to share good practice and to discuss ways of improving teaching and learning. In a few subjects, teachers engage in joint lesson planning to ensure a consistent experience and challenge for pupils. However, these initiatives are at a very early stage and, as the school has not identified well enough the specific shortcomings in teaching. There remains too much variability in the quality of teaching.

In a few lessons, teachers have high expectations and plan activities that engage and challenge suitably pupils of all abilities. In these lessons, pupils make secure progress. A minority of teachers plan activities that do not engage or challenge pupils well enough. This does not inspire or motivate pupils to achieve high standards. As a result, they lose interest in their work and do not make enough progress. In these lessons, teachers' expectations are too low and on occasions they do not manage the behaviour of pupils well enough. Most teachers identify the general needs of many pupils, but in many cases do not plan well enough to cater for those needs, particularly those of the more able pupils and those with additional learning needs.

The school has recently introduced measures to improve the performance of boys. These include the introduction of mixed ability groups, seating plans and the elimination of setting in some subjects. As a result, there has been an improvement in boys' behaviour, but this has not led to the improvement in their attainment that is required.

In a few subjects, teachers provide useful and constructive comments on pupils' work. However, overall, teachers' marking of pupils' work is not having enough

impact. The school's guidelines on marking are not followed consistently and comments frequently do not provide pupils with clear guidance on how to improve their work. A very few teachers use questioning well to probe pupils' understanding. Pupils are beginning to make effective use of recently introduced diagnostic feedback sheets to identify their strengths and weaknesses that will help them to improve their work.

R4. Improve the focus and sharpness of self-evaluation and improvement planning

Since the core inspection in 2015, strategies to improve performance in all areas of the school's work have lacked rigour and not been sufficiently timely, focused or robust. For example, the school has been too slow to identify specific areas for improvement in the quality of teaching and assessment. As a result, the initiatives implemented have not had enough impact on improving the quality of teaching and the raising of standards.

Following her appointment in 2016, the headteacher has set out appropriate expectations, refined the leadership structure suitably and addressed underperformance robustly. Staffing at the school, in particular at middle leadership level has also changed significantly since the time of the core inspection. The leadership team has introduced quality assurance processes that are helping to identify relevant areas for improvement. In particular, there has been a recent focus on the quality of teaching and assessment, weaknesses in the key stage 3 curriculum and pupils' attitudes to learning.

However, many of the initiatives introduced are at an early stage and are not embedded sufficiently. For example, the school has only recently carried out an audit of provision for the development of pupils' literacy and numeracy skills, and strategies to improve attendance have not been sustained.

Whole-school and faculty planning arrangements do not provide a sufficiently secure foundation to support significant improvements. While these plans now have a common structure, the quality and effectiveness of self-evaluation and improvement planning still varies too much between faculties. Evaluations of performance are not forensic, analytical or suitably robust. Leaders do not use evidence from lesson observations and scrutiny of work rigorously to help identify relevant areas for improvement. Success criteria are not sufficiently sharp or measurable, which makes it difficult to evaluate the impact of actions planned.