



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

10 June 2019

Dear

Thank you for your email to the Estyn Enquiries inbox, and for your request for previous monitoring reports for St Julian's School. I attach for your information all of the monitoring reports that have been prepared following from the 2014 full inspection of the school.

Yours sincerely

Robert Gairey

Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

Estyn

**Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate For Education and Training in Wales**

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.



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From: Sent: 07 June 2019 21:35

To: Enquiries <Enquiries@estyn.gov.uk>

Subject: FW: Inspection reports - Freedom of Information request

I would like to see the follow-up reports written by Estyn inspectors in the monitoring visits carried out since that last inspection in 2014.

Regards



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**

**St Julian's Comprehensive School
Heather Road
St Julian's
Newport
NP19 7XU**

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 Andrew Hurley	Reporting Inspector
Mr Tony Sparks	Team Inspector
Ms Pamela McClean	Team Inspector
Mr Farrukh Khan	Team Inspector

Outcome of monitoring

St Julian's Comprehensive School is judged to have made insufficient progress in relation to the recommendations following the core inspection in December 2014.

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

Estyn inspectors will re-visit the St Julian's Comprehensive School in about six months' time to inspect progress against the recommendations.

Progress since the last inspection

Recommendation 1: Improve standards in key stage 3 and key stage 4

Limited progress in addressing the recommendation

Since the core inspection in 2014, performance at key stage 4 has declined in all key performance indicators. As a result, pupils continue to make insufficient progress from previous key stages. Performance at key stage 3 has improved in all indicators, but the school remains in the lower 50% of similar schools based on eligibility for free school meals for many of these indicators.

In 2015, at key stage 4, performance in the level 2 threshold, including English and mathematics, and in the capped points score were well below modelled outcomes. Performance in the level 1 threshold, core subject indicator and science all fell. Performance in all these indicators places the school in the bottom 25% of similar schools. The decline in performance in the level 2 threshold and in mathematics places the school in the lower 50% of similar schools. There was a marginal fall in the performance in English, although this remains in the top 50% of similar schools.

In key stage 3, performance in the core subject indicator has improved noticeably since the core inspection. However, the school remains slightly below modelled outcomes and places the school in the bottom 50% of similar schools.

Performance in English and in mathematics at level 5 and above have noticeably improved since the core inspection. However, the school remains in the bottom 50% of similar schools for these indicators. Performance in science at level 5 and above has risen sharply since the core inspection, placing the school in the upper 50% of similar schools.

The performance of boys at key stage 4 improved slightly in 2015 in most key performance indicators and increased in English. However, there was a sharp decline in the performance of girls in all indicators.

In 2015, the performance of pupils eligible for free school meals improved marginally in the core subject indicator and in mathematics. Performance remained similar to the time of the core inspection in the level 2 threshold including English and

mathematics, and in the level 1 threshold. Standards declined slightly for this group of learners in science and more sharply in the level 2 threshold, the capped points score and English.

In a minority of lessons, pupils make strong and in many lessons, pupils make satisfactory progress. Most pupils behave well and many display positive attitudes to learning. A minority of pupils work well independently and show resilience and enthusiasm.

Most pupils listen attentively in lessons. A minority of pupils respond with confidence verbally, although a few provide brief, underdeveloped responses.

Most pupils use appropriate techniques to locate information from texts and many read with a suitable degree of understanding. A few show strong inference skills and research effectively. While many pupils write with an appropriate sense of purpose, only a few have a secure grasp of audience, which leads them to making weak vocabulary choices. Most pupils write with a reasonable level of accuracy. More able pupils produce well-crafted responses which are technically sound.

Most pupils use basic number skills well to make calculations. Many undertake graph work competently, while a few show confidence in more advanced skills such as designing histograms. Many pupils are able to understand and respond appropriately to a range of data tasks linked to real life situations.

Recommendation 2: Improve the co-ordination and planning for progression in developing literacy and numeracy

Satisfactory progress in addressing the recommendation

Since the core inspection, the school has improved and extended its approach to developing pupils' literacy and numeracy skills. However, not all strategies are applied consistently or embedded well enough in current practice. Consequently, they have not had a sufficient impact on standards overall.

Staff have been provided with useful training to help them support the development of pupils' skills. The school's website has also been developed to provide useful information for parents so they are able to support their children's learning more effectively.

All schemes of work identify specific opportunities to develop pupils' skills in line with the Literacy and Numeracy Framework. There are now more opportunities for pupils to produce extended writing across a wider range of subjects. Although there are suitable opportunities for pupils to develop their reading skills, teachers do not signpost the skills sufficiently well across the curriculum. This limits the way teachers develop and embed these skills for pupils. The school's approach to marking for literacy is not always applied consistently enough and has had insufficient impact on improving pupils' skills.

The school monitors the provision for supporting the development of pupils' skills suitably through work scrutiny and lesson observation. However, the current

approach does not consider well enough the impact that teaching has on pupils' skills or provide a sufficiently detailed and accurate evaluation of the standards of pupils' literacy and numeracy.

Recommendation 3: Improve the quality and consistency of teaching, marking and assessment

Satisfactory progress in addressing the recommendation

Since the core inspection, the school has introduced appropriate processes to develop and to review teaching and assessment practices. However, these have not had enough impact on the quality of teaching, assessment and the standards that pupils achieve.

In most lessons, teachers plan activities carefully to provide a useful range of learning opportunities for pupils. In many lessons, the pace of learning is at least appropriate and there is a suitable level of challenge. However, only a minority of lessons offer enough challenge to enable pupils to make strong progress. In a few lessons, pupils have useful opportunities to work independently and to develop their resilience.

In a minority of lessons, teachers' questioning challenges pupils to extend their understanding and to secure their learning. However, a few lessons are too teacher led and do not develop pupils' responses well enough through questioning.

The school has developed useful strategies to ensure that there is consistency of approach to marking through its 'Praise/Raise' and 'Dedicated Improvement Reflection Time' strategies. In many cases, teachers' marking is diagnostic and helps to show pupils what they need to do to improve. As a result, the school has increased the frequency with which pupils respond to teacher feedback. However, there is too much inconsistency in the quality of the feedback tasks set for pupils. This reduces the impact of this helpful strategy on pupils' long-term development of skills, understanding and knowledge.

The school is tracking the performance of pupils more consistently, which gives a clearer picture of the progress made than at the time of the core inspection.

The school has provided helpful training opportunities to share good practice in teaching and assessment. It has developed its capacity to reflect on teaching and assessment through its review processes at all levels of the school. This is improving the school's understanding of its strengths and shortcomings in teaching and assessment. However, there is not enough focus on the impact both teaching and assessment have on pupils' progress which is limiting the precision with which it can improve these areas.

Recommendation 4: Improve self-evaluation and improvement planning

Satisfactory progress in addressing the recommendation

Since the core inspection, the school has introduced a calendar of useful and clearly understood self-evaluation processes. However, these processes have not had a sufficient impact on raising the standards achieved by all pupils, particularly at key stage 4.

The whole-school self-evaluation report includes an honest evaluation of performance data. Senior leaders gather relevant evidence from a suitable range of sources, including lesson observations and work scrutiny. However, these records do not take sufficient account of the impact of teaching on pupils' learning and the development of their skills. Consequently, the school's assessment of its progress in key areas, such as the quality of teaching, is overly generous.

Many middle leaders evaluate pupil performance against targets well. Although middle leaders are involved in lesson observations, they do not evaluate the overall quality of teaching or of leadership in their areas.

Parents and pupils' involvement in self-evaluation has increased since the core inspection. The governing body is now fully informed and involved in the self-evaluation process and provides effective challenge to the school.

There is a suitable link between the school's self-evaluation report and improvement plan. The school has sharpened the clarity of success criteria in relation to pupil performance in whole-school and department improvement planning. However, for many improvement priorities, the success criteria are not always clear or measurable, especially at subject level. In a minority of these cases, the actions designed to bring about improvement are not sufficiently precise or robust.

Recommendation 5: Strengthen the role of middle leaders so that they are fully accountable for standards, provision and the quality assurance of the work of their departments

Satisfactory progress in addressing the recommendation

Since the core inspection, the school has improved its arrangements for holding middle leaders to account and to strengthen their role. However, there is too much inconsistency in the effectiveness of quality assurance by middle leaders.

The school has clearly defined middle leaders' responsibilities. Middle leaders have received useful training to help them fulfil their roles more effectively. This includes training on the use of data, leadership and accountability. This has led to most middle leaders increasing their focus on standards within their departments since the time of the core inspection. They are now involved in a wider, more suitable range of activities to monitor and evaluate pupil performance such as work scrutiny and shared lesson observations. As a result, many middle leaders now have an improved understanding of current strengths and areas for development in their departments. However, there remain inconsistencies in the quality of the evaluation

and the ways that middle leaders hold their teams to account.

Since the core inspection, the school has improved its line management arrangements. As a result, middle leaders are held more accountable, and are better challenged and supported. Line management meetings focus more consistently on pupil performance and standards, and include suitable actions for development. However, a few of these actions lack measurable criteria or timescales.

Recommendation 6: Meet statutory requirements for the annual report to parents on their child's progress

Very good progress in addressing the recommendation

The school now meets statutory requirements and provides a full annual report to parents on their child's progress.

Recommendations

In order to maintain and improve on this progress, the St Julian's Comprehensive should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.



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**

**St Julian's Comprehensive School
Heather Road
St Julian's
Newport
NP19 7XU**

Date of visit: June 2017

by

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

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The monitoring team

Tony Sparks	Reporting Inspector
Karen Newby Jones	Team Inspector
Stephen Davies	Team Inspector
Ian Dickson	Team Inspector

Outcome of monitoring

St Julian's School is judged to have made insufficient progress in relation to the recommendations following the core inspection in December 2014.

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 that shows how it is going to address the recommendations. Estyn will visit the school in approximately 3 months to evaluate the quality of the plan.

Induction for newly qualified teachers (NQTs) (providers in special measures only)

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: Improve standards in key stage 3 and key stage 4

Limited progress in addressing the recommendation

Following the core inspection, performance at key stage 4 in 2015 fell in every indicator. In 2016, it was slightly better than at the time of that inspection in half of the indicators but much lower in the rest. Overall, performance in 2016 compares poorly with that in similar schools. This comparison is much weaker than at the time of the inspection. In each of the last three years, most pupils have made significantly less progress than expected from previous key stages.

In 2016, performance in the level 2 threshold including English and mathematics is very close to where it was when the school was inspected. However, in each of the last two years it has fallen further below modelled outcomes and does not compare favourably with similar schools. In 2016, performance in the capped points score is much lower than at the time of the inspection. It has fallen further below modelled outcomes and continues to compare poorly with similar schools.

In 2016, performance in the level 2 threshold is much lower than at the time of the core inspection, as is the proportion of pupils who achieve five GCSE passes at grades A or A*. Neither compares well with similar schools.

Performance at key stage 3, in 2016, is higher than at the time of the core inspection in every indicator. However, it compares poorly with that in similar schools in all indicators, and performance in the core subject indicator remains below modelled outcomes.

In 2016, the performance of boys at key stage 4 fell in many indicators, largely due to their performance in science. Their performance is below the average for boys in similar schools in all indicators. Although the performance of girls improved in the majority of indicators, it remains below the average for girls in similar schools in many. Since the core inspection, the performance of boys and girls at key stage 4 has been below the averages for boys and girls respectively in similar schools in most indicators.

The performance in 2016 of pupils eligible for free school meals is below the average for the same group of pupils in similar schools in all indicators at key stage 3 and key stage 4. This is slightly weaker than at the time of inspection.

In a majority of lessons, just over half of pupils make suitable progress. In a few lessons, many pupils make better progress, and recall previous learning securely. Many pupils behave well and display positive attitudes to their learning. A minority have limited concentration and lack resilience in their work, and this impedes their progress.

Many pupils listen with respect and attention during lessons. The minority who do not, miss important information and instructions. A majority of pupils are willing and able to make brief verbal contributions, usually in response to the teachers' questions. A few provide confident and well-developed responses, using subject specific vocabulary appropriately. However, a minority of pupils make little or no contribution to class or group discussions, due to a lack of effort or of confidence in their verbal skills.

Many pupils skim and scan suitably to retrieve information from various texts but only a few use inference and deduction suitably, for example to enhance their understanding of themes in Steinbeck's 'Of Mice and Men' or to examine the causes of the Russian revolution. A very few pupils synthesise well, such as when considering different historical sources regarding the social and political challenges in America at the start of the 20th century. However, around half of pupils do not possess a sufficient range of reading strategies to enable them to make good enough progress.

Many pupils understand the purpose of their writing but only a few have a secure sense of audience. As a result, they make incorrect language choices and their writing lacks the correct tone. A few more able pupils produce writing that is technically secure, structured well and occasionally very engaging. However, many pupils do not take sufficient responsibility for improving the accuracy and content of their writing before they hand it to the teacher. This contributes to them continuing to

make the same basic errors in their work.

A majority of pupils make suitable progress in developing basic measurement and calculation skills in subjects other than mathematics. This includes looking at time zones, currency exchange rates and the rate of population increases.

Recommendation 2: Improve the co-ordination and planning for progression in developing literacy and numeracy

Satisfactory progress in addressing the recommendation

Since the core inspection, the school has implemented various useful strategies to support the development of pupils' literacy and numeracy skills. This includes helpful professional development opportunities for teaching staff and the inclusion of all aspects of the literacy and numeracy framework in schemes of work. However, these strategies have not always been considered well enough, applied consistently or coordinated effectively. Consequently, they have not improved provision sufficiently or had enough impact on the standards that pupils achieve.

The majority of pupils are provided with appropriate opportunities to produce extended writing in different subjects. However, the school's approach to providing pupils with feedback on their literacy skills is not applied consistently and has had insufficient impact on improving pupils' writing in particular. In addition, the school's approach to supporting the development of pupils' reading and numeracy skills remains underdeveloped.

The school uses national test data and other standardised testing suitably to monitor pupils' progress in the development of their skills. However, it is unable to assess the quality of provision and how well pupils use their skills in different contexts. This is because work scrutiny and lesson observations do not consider well enough the impact that teaching has on pupils' skills. Neither do they provide a sufficiently detailed and accurate evaluation of the standards of pupils' literacy and numeracy.

Recommendation 3: Improve the quality and consistency of teaching, marking and assessment

Limited progress in addressing the recommendation

Since the core inspection, the school has introduced relevant strategies to strengthen and review teaching and assessment. However, these have not had sufficient impact on the quality of provision or on the standards that pupils achieve.

Most teachers demonstrate sound subject knowledge and many promote positive working relationships with pupils. A majority of teachers plan well-structured lessons that promote pupil engagement and enable beneficial pair and group work. In a few lessons, teachers use an appropriate mix of open and directed questioning to ensure that pupils contribute to discussions and deepen their understanding.

In a majority of lessons, teachers have insufficiently high expectations of pupils. They set tasks that occupy pupils but that do not challenge them well enough. In

these lessons, teachers' questioning is often weak and they do not monitor pupils' progress well enough.

A minority of teachers provide clear written feedback that helps pupils improve specific aspects of their work. As a result, a minority of pupils make suitable improvements to their work based on the feedback they receive. However, many pupils do not respond well enough to teachers' advice. In addition, many teachers' comments are frequently too generous, giving too much praise for minor accomplishments. Overall, feedback does not have sufficient impact on improving the standard of pupils' work.

A number of relevant and helpful professional learning sessions have taken place to address key aspects of teaching and assessment, through strategies such as 'Praise/Raise' and 'Dedicated Improvement Reflection Time'. However, these initiatives have had limited impact on improving the quality of teaching. Many teachers include the suggested strategies in their planning, but only a few implement them successfully.

Senior and middle leaders gather a suitable range of first hand evidence in order to evaluate the school's work. However, there is too much variation in the quality of lesson observation records and work scrutiny. Overall, evaluations are too generous, not least because the school's system does not distinguish sufficiently between pupil progress and aspects of teaching. Consequently, the school has too positive a view of teaching and assessment, and does not have a clear understanding of the strengths and areas for development.

Recommendation 4: Improve self-evaluation and improvement planning

Limited progress in addressing the recommendation

Since the core inspection, the school has refined suitably its self-evaluation and improvement planning processes. However, this has not been effective in securing sufficient improvements in important areas of the school's work such as the quality of teaching and the standards that pupils achieve.

The school's self-evaluation report does not give sufficient weight to important areas that require significant improvement. This includes the progress pupils make, particularly by the end of key stage 4, and the performance of boys.

Self-evaluation at all levels provides an overly positive view of the quality of provision and of leadership. This makes it very difficult for the school to identify precisely the areas that are most in need of improvement. Furthermore, many of the actions identified to bring about the improvements required are not sufficiently robust or precise.

The school has taken suitable actions to involve middle leaders fully in departmental self-evaluation and improvement planning processes. Overall, the quality of departmental self-evaluation and improvement planning is too variable.

Recommendation 5: Strengthen the role of middle leaders so that they are fully accountable for standards, provision and the quality assurance of the work of their departments

Limited progress in addressing the recommendation

Since the core inspection, the school has improved processes for holding middle leaders to account and to strengthen their roles within the school. However, most middle leaders have not been held to account robustly enough by senior leaders, who endorse overly generous judgements on the quality of teaching and leadership within departments.

Regular line management meetings now have a common agenda and a suitable focus on pupil performance. However, these meetings do not generate clear, robust action points that are followed up, nor do they include sensible timescales.

Most middle leaders have a clear understanding of their roles and responsibilities. They make appropriate use of first hand evidence, including pupil performance data and lesson observations, to inform their departmental reviews and action plans. However, there is too much variability in quality assurance by middle leaders.

Only a few middle leaders have an accurate view of the strengths and priorities for improvement within their subject areas. Consequently, most departmental improvement plans do not focus sharply or robustly enough on the most important areas in need of improvement.

Recommendation 6: Meet statutory requirements for the annual report to parents on their child's progress

Very good progress in addressing the recommendation

We reported in a previous monitoring visit that the school now meets statutory requirements and provides a full annual report to parents on their child's progress.

Recommendations

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



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: Special Measures**

**St Julian's School
Heather Road
Newport
NP19 7XU**

Date of visit: March 2018

by

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

Outcome of visit

St Julian's Comprehensive School 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 maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

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.

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. as 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.

Progress since the last inspection

R1. Improve standards in key stage 3 and key stage 4

In 2017, the school's performance at key stage 3 and key stage 4 does not compare favourably with that in similar schools in any indicator. This is a slightly weaker position than at the time of the core inspection. Since that inspection, pupils have made less progress than expected from previous key stages in most indicators and significantly less in many.

At key stage 4, performance in 2017 is lower than at the time of the inspection in many indicators. This includes performance in the level 2 threshold, including English and mathematics and in the capped points score, both of which remain below expectation.

The proportion of pupils who gained five or more A*-A grades at GCSE or equivalent fell in 2017, as it has each year since the inspection.

In 2017, the performance of boys improved in many indicators but continues to compare unfavourably with boys in similar schools in the majority of indicators. The performance of girls improved in only a minority but was better than that of girls in

similar schools in the majority of indicators. Generally, since the inspection, boys and girls have not done as well as their counterparts in similar schools.

The performance at key stage 4 of pupils eligible for free school meals improved in 2017 and was better than at the time of the inspection in many indicators.

At key stage 3, performance improved in 2017 and is better than at the time of the core inspection in every indicator. However, the proportion of pupils who achieved the core subject indicator remains slightly lower than expected.

R2. Improve the co-ordination and planning for progression in developing literacy and numeracy

Inspectors did not evaluate this recommendation during this visit.

R3. Improve the quality and consistency of teaching, marking and assessment

As reported at the last visit, the school has continued to work to strengthen teaching and assessment. It has reviewed policies and increased the involvement of middle leaders in quality assurance processes. This is helping to increase the school's understanding of the precise aspects of teaching and assessment that need to improve. Although professional learning communities have been established to provide the support needed, there remains too much variability and inconsistency in the quality of teaching and assessment.

The quality of teaching overall remains very similar to that reported in June. As noted then, the positive relationships created by many teachers have a clear impact on the behaviour and attitudes of pupils.

In a few highly effective lessons, teachers establish beneficial routines and set highly challenging tasks that help to build pupils' resilience and independence. This helps them to make strong progress. For example, pupils in Year 9 work enthusiastically to apply their knowledge of vocabulary and grammar when translating a difficult passage from French into English.

In a few lessons, teachers use questioning skilfully to challenge pupils' thinking, probe and develop their understanding and monitor their progress. However, in a majority of lessons, teachers' questioning does not challenge pupils to develop and extend their knowledge and understanding or their verbal responses well enough.

A minority of teachers provide valuable written feedback to pupils and give them time to respond and refine their work. As a result, the pupils make suitable improvements to their understanding and quality of work. However, a majority of teachers' comments are frequently too generous and do not concentrate on the precise areas which need to be improved. In addition, a majority of teachers do not consistently make sure that pupils respond suitably to their feedback.

Overall, teachers' feedback is not having sufficient impact on improving the standard of pupils' work.

R4. Improve self-evaluation and improvement planning

Inspectors did not evaluate this recommendation during this visit.

R5. Strengthen the role of middle leaders so that they are fully accountable for standards, provision and the quality assurance of the work of their departments

The school has recently strengthened processes for holding middle managers to account and to enable them to fulfil their roles more effectively. Many middle leaders now have a clear understanding of their roles and responsibilities, including how they are accountable for standards and the quality of teaching and assessment in their subject areas.

There are frequent line management meetings between senior and middle leaders, which focus appropriately on the need to improve the quality of teaching and the standards pupils achieve. However, there is still too much variation in the challenge senior leaders provide for middle leaders through the action points arising from the meetings and in the rigour with which they are followed up.

Middle leaders are an integral part of the recently introduced peer review cycle, which includes lesson observations and scrutiny of pupils' work. Joint lesson observations by senior and middle leaders have contributed significantly to improving expectations of teaching and standards. As a result, there is increased consistency in the quality assurance processes employed by middle leaders. However, there remains too much variation in the ability of leaders to use suitably the information gathered from these processes to bring about the improvements required.

R6. Meet statutory requirements for the annual report to parents on their child's progress

We reported previously that the school now meets this statutory requirement.



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: Special Measures**

**St Julian's School
Heather Road
St Julian's
Newport
NP19 7XU**

Date of visit: June 2018

by

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

Outcome of visit

St Julian's School 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 maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

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.

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. as 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.

Progress since the last inspection

R1. Improve standards in key stage 3 and key stage 4

Many pupils engage suitably with their learning and the majority make appropriate progress in developing their knowledge and understanding during lessons. They demonstrate a secure recall of prior learning such as the attitude of Lady Macbeth, knowledge of the Islamic and Muslim cultures, and the parts and function of the respiratory system. A minority apply their knowledge usefully in situations such as when explaining why a cube is a cube and not a cuboid, and in using the correct vocabulary when discussing employability. However, a minority lack resilience in their learning and often do not complete enough work, particularly when required to work independently. They give up too easily or prefer to remain passive. As a result they miss opportunities to consolidate their knowledge or extend their understanding, and make limited progress. In a minority of lessons, pupils are not challenged sufficiently, and the consequently slow pace of learning also limits their progress.

Most pupils listen well to their teachers and to each other. A very few provide suitably developed verbal responses and use subject-specific vocabulary confidently. While a majority of pupils are happy to share ideas and opinions, due to a limited vocabulary and confidence in their verbal skills, they most commonly provide only brief, underdeveloped responses to teachers' questions. On occasions, teachers'

questioning does not probe pupils' understanding or challenge them to develop their verbal responses well enough.

The majority of pupils use a suitable range of reading strategies to support their learning. They are able to identify persuasive techniques such as rhetorical questions, superlatives and imperatives when, for example, looking at how one writer questions the morality of Russia hosting the 2018 World Cup. A few, more able pupils, use inference and deduction very well when analysing characters such as Ralph and Piggy in Golding's 'Lord of the Flies'. They also understand well the impact of Golding's use of symbolism as he addresses the destruction of nuclear war, and pathetic fallacy as he highlights the boys' descent into chaos. A minority of pupils are able to make meaningful and insightful comments on dystopian fiction such as 'The Hunger Games' and when comparing the poetry of Wilfred Owen and Jessie Pope, though a majority are able only to discuss these texts at a superficial level. A few are able to synthesise well information from different texts including travel writing and informational leaflets on locations such as Bradford and Blackpool, while many read these texts with a suitable level of understanding.

The majority of pupils produce writing that is mostly technically secure and structured suitably. This includes detective and spy narratives and discursive essays such as the changing views of the character of King John and on comparisons of rural and urban settlements. A very few, produce particularly well-structured and thoughtful exposition writing on challenging topics such as whether dystopian futures merely mirror our own society. However, pupils of all abilities do not take sufficient responsibility for proof-reading their work and continue to make too many basic errors in their writing including misspelling important subject specific vocabulary.

Generally, the majority of pupils use their numeracy skills appropriately in subjects other than mathematics. This includes producing population, climate and pollution graphs, measuring lung capacity and determining any connection with the height of boys and girls, and the measurement of current and voltage.

R2. Improve the co-ordination and planning for progression in developing literacy and numeracy

Inspectors did not evaluate this recommendation during this visit.

R3. Improve the quality and consistency of teaching, marking and assessment

Inspectors did not evaluate this recommendation during this visit.

R4. Improve self-evaluation and improvement planning

The school has revised and continues to review its quality assurance procedures and how suitably it uses the information gathered.

There is a useful calendar of self-evaluation and improvement planning activities. This includes peer reviews of teaching and learning within year groups, including

specific aspects such as literacy, and departmental self-evaluation reviews. These reviews include a wide range of useful evaluative activities including lesson observations, learning walks, book scrutiny, and pupil voice. The school also makes beneficial use of external evaluation to support the development of its evaluation strategies and its improvement planning.

A positive feature of the school is the developing culture of professional learning. This includes the involvement of all middle leaders in peer reviews which helps them to develop their capacity to evaluate standards of teaching and learning within their own areas of responsibility.

The school continues to develop well the links between self-evaluation activities and improvement planning to improve standards.

Despite the progress made, a number of shortcomings remain. Lesson observations and the scrutiny of pupils' work do not focus sharply enough on the impact of provision, specifically on the standards of pupils' work and the progress they make in the development of their skills.

Peer reviews result in precise actions for improvement for individual teachers that help senior leaders to provide a suitable balance of challenge and support as required. The reviews also provide an overall evaluation, though this tends to be general and where shortcomings are identified in relation to teaching it is not clear which subjects these pertain to or the actions needed to address any issues.

Departmental review and action plans are updated and reviewed regularly. However, their usefulness is limited by the lack of precision in the evaluation of standards and progress in skills development. Also, a few do not have clear success criteria or identify precisely the actions needed to bring about improvement.

R5. Strengthen the role of middle leaders so that they are fully accountable for standards, provision and the quality assurance of the work of their departments

Inspectors did not evaluate this recommendation during this visit.

R6. Meet statutory requirements for the annual report to parents on their child's progress

Inspectors did not evaluate this recommendation during this visit.



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: Special Measures**

**St Julian's School
Heather Road
St Julian's
Newport
St Julian's
NP19 7XU**

Date of visit: October 2018

by

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

Outcome of visit

St Julian's School 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 maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

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.

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. as 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.

Progress since the last inspection

R1. Improve standards in key stage 3 and key stage 4

Provisional data for 2018 indicates that the school's performance at key stage 4 improved in many indicators but does not compare well with that in similar schools in any of those indicators.

Performance in the level 2 threshold, including English and mathematics, improved and was slightly above expectations for the first time in the last five years. In the capped points score, performance also improved but remains below what might be expected, as it has each year since the inspection. The proportion of pupils gaining five GCSE or equivalent grades at A*-A improved very slightly but remains below that in similar schools.

In 2018, the performance of boys improved in nearly all indicators while that of girls improved in the majority. Since the core inspection, the performance of boys and that of girls has generally been below that of their counterparts in similar schools.

The performance of pupils eligible for free school meals fell in 2018, and was below that of their counterparts in similar schools in all indicators. It was also lower than at the time of the inspection in just over half.

R2. Improve the co-ordination and planning for progression in developing literacy and numeracy

Since the core inspection, the school has continued to review its approaches to developing pupils' literacy and numeracy skills. However, limited clarity in the approach to addressing this recommendation has contributed to progress being too slow and to an insufficient impact on standards overall.

The recently appointed literacy and numeracy coordinators, together with the local consortium, have provided staff with useful training to help them support the development of pupils' skills. However, not all strategies are applied consistently or embedded well enough in current practice. The school's approach to marking for literacy has developed suitably and generally now guides pupils suitably in improving the technical accuracy of their work in different subjects. The school provides helpful support for those pupils with weaker skills that enables them to make sound progress.

The school's quality assurance programme helps leaders to identify where pupils have opportunities to develop their literacy and numeracy skills. This programme includes peer reviews, work scrutiny and lesson observations. However, these processes do not consider well enough the impact that teaching has on pupils' skills or provide the school with a sufficiently detailed and accurate view of the standards of pupils' literacy and numeracy skills.

R3. Improve the quality and consistency of teaching, marking and assessment

Since the last visit, the school has continued to work to strengthen teaching and assessment. This includes subject-specific guidance and support with joint lesson observations from colleagues in other schools. However, processes to evaluate the quality of teaching do not identify precisely enough the main strengths and aspects in need of improvement. This makes it very difficult for the school to address effectively those aspects of teaching that continue to require improvement. As a result, there remains too much variability in the quality of teaching.

Leaders' work to develop the quality of assessment has led to clear improvements. The majority of teachers give helpful feedback that highlights for pupils the specific strengths and aspects of their work that need improvement. These teachers provide beneficial tasks or pose questions that encourage pupils to respond to their feedback. Many pupils complete these tasks well and their work improves as a result.

In many lessons, teachers have strong working relationships with pupils that impact positively on their behaviour and attitudes. In a few particularly effective lessons, where pupils make strong progress, teachers have high expectations of what pupils can achieve. These teachers ask probing questions and do not accept superficial responses from pupils. They plan skilfully a sequence of challenging tasks that build pupils' resilience and develop their independent learning skills well.

In a minority of lessons, teachers prepare helpful resources and plan beneficial tasks that enable pupils to make suitable progress. These teachers check pupils' progress and understanding well through effective questioning and monitoring of their work. Learning support assistants work well with pupils and teachers.

In a majority of lessons there is a lack of challenge and teachers' expectations are too low. In these lessons, the pace of learning is too slow and teachers do not plan carefully enough to meet the needs of all pupils. Teachers talk too much, ask too many closed questions and allow pupils too much time to complete basic tasks. As a result, pupils do not make enough progress or complete enough work.

R4. Improve self-evaluation and improvement planning

Inspectors did not evaluate this recommendation during this visit.

R5. Strengthen the role of middle leaders so that they are fully accountable for standards, provision and the quality assurance of the work of their departments

Inspectors did not evaluate this recommendation during this visit.

R6. Meet statutory requirements for the annual report to parents on their child's progress

Inspectors did not evaluate this recommendation during this visit.