



**Adroddiad yn dilyn monitro
Lefel y dilyniant: mesurau arbennig**

**Ysgol Uwchradd Aberhonddu
Penlan
Aberhonddu
Powys
LD3 9SR**

Dyddiad yr ymweliad: Gorffennaf 2015

gan

**Estyn, Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant
yng Nghymru**

Ⓜ **Hawlfraint y Goron 2015:** Gellir aildefnyddio'r adroddiad hwn yn ddi-dâl mewn unrhyw fformat neu gyfrwng ar yr amod y caiff ei aildefnyddio'n gywir ac na chaiff ei ddefnyddio mewn cyd-destun camarweiniol. Rhaid cydnabod y deunydd fel hawlfraint y Goron a rhaid nodi teitl yr adroddiad penodol.

Y tîm monitro

Robert Davies	Arolygydd Cofnodol
Lowri Jones	Arolygydd Tîm
Alwyn Thomas	Arolygydd Tîm
Mark Champion	Arolygydd Tîm

Canlyniad y monitro

Bernir bod Ysgol Uwchradd Aberhonddu wedi gwneud cynnydd annigonol mewn perthynas â'r argymhellion yn dilyn yr arolygiad craidd ym Mai 2012.

O ganlyniad, mae Prif Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru yn cynnal lefel y gweithgarwch dilynol.

Bydd arolygwyr Estyn yn ailymweld â'r ysgol ymhen tri mis i arolygu cynnydd yn erbyn yr argymhellion.

Cynnydd ers yr arolygiad diwethaf

Argymhelliad 1: Codi safonau yng nghyfnod allweddol 3 a chyfnod allweddol 4, yn enwedig mewn gwyddoniaeth, Cymraeg ail iaith a pherfformiad bechgyn

Nid oedd yr un farn yn berthnasol.

Ers yr ymweliad monitro diwethaf, mae arweinwyr ar draws yr ysgol wedi cynnal ffocws addas ar godi safonau ar draws yr ysgol. Mae camau gweithredu wedi cynnwys mireinio targedau, adolygu gwaith adrannau, gwella ansawdd yr addysgu a monitro'r cynnydd a wna disgyblion yn agosach.

Ar yr adeg hon yn y flwyddyn academaidd, nid oes unrhyw ddata gwiriadwy newydd ar gael ar gyfer cyfnod allweddol 4. Mae data olrhain yr ysgol ar gyfer Blwyddyn 11, sy'n seiliedig ar asesiadau athrawon ac asesiadau rheoledig wedi'u cwblhau gan ddisgyblion, yn awgrymu y bydd safonau'n debyg i'r hyn oeddent y llynedd.

Yng nghyfnod allweddol 3, yn gyffredinol, mae data dros dro nas gwiriwyd yn dangos gwelliannau cadarn ar draws prif ddangosyddion yr ysgol a gwelliannau cryf mewn Cymraeg ail iaith.

Mae safonau gwaith disgyblion a chynnydd mewn gwersi a arsylwyd yn ystod yr ymweliad monitro yn uwch na'r rhai a welwyd yn yr ymweliad monitro diwethaf, ond yn is na barnau diweddar yr ysgol o arsylwadau gwersi. Mae absenoldeb staff mewn rhai pynciau allweddol yn parhau i gyfyngu ar gynnydd disgyblion.

Mewn llawer o wersi, mae disgyblion yn dangos agweddau cadarnhaol at ddysgu. Maent yn gweithio gyda'i gilydd yn dda ac yn cyfrannu'n effeithiol mewn trafodaethau dosbarth cyfan a grŵp. Mewn mwyafrif o wersi, mae disgyblion yn dangos gwybodaeth a dealltwriaeth gadarn o waith a addysgwyd iddynt yn flaenorol, ac at ei gilydd, gwnânt gynnydd da yn eu dysgu. Maent yn cymhwyso eu gwybodaeth a medrau a ddysgwyd yn dda mewn sefyllfaoedd newydd ac anghyfarwydd. Mewn rhai pynciau, dangosant ddealltwriaeth drylwyr o feini prawf pynciau penodol ac maent yn defnyddio hyn yn dda i asesu eu cynnydd nhw a chynnydd eu cyfoedion. Mewn mwyafrif o wersi, dangosant fedrau llythrennedd a rhifedd cadarn ac maent yn cymhwyso'r rhain yn addas i gefnogi eu gwaith ar draws y cwricwlwm.

Mewn lleiafrif o wersi, mae disgyblion yn gwneud llai o gynnydd yn eu dysgu. Yn y gwersi hyn, nid yw disgyblion yn aml yn canolbwyntio ac maent yn crwydro oddi wrth

y dasg yn rhy hawdd. O ganlyniad, nid ydynt yn cwblhau tasgau a gweithgareddau i safon ddigon uchel. Yn ychwanegol, mae lleiafrif o ddisgyblion yn gwneud gormod o gamgymeriadau yn eu sillafu, eu hatalnodi a'u gramadeg, ac nid oes strwythur, manylder nac ansawdd i'w gwaith ysgrifenedig. Mewn ychydig iawn o wersi, mae disgyblion yn gwneud cynnydd gwael yn eu dysgu. Mae hyn yn bennaf oherwydd cynllunio gwael gan athrawon, disgwyliadau isel a rheoli ymddygiad yn wael.

Yn ystod yr ymweliad, nododd arolygwyr fod rhai disgyblion yn cyrraedd gwersi'n rhy hwyr.

Nododd disgyblion y siaradwyd â nhw fod aflonyddwch lefel isel yn rhwystro eu cynnydd mewn rhai gwersi.

Argymhelliad 2: Gwella presenoldeb

Nid oedd yr un farn yn berthnasol.

Mae'r ysgol wedi rhoi ystod o strategaethau ar waith yn llwyddiannus i helpu i wella presenoldeb. Mae gan yr uwch dîm arweinyddiaeth ddisgwyliadau clir ynghylch pwysigrwydd presenoldeb da ac maent yn cyfleu'r neges hon i staff, disgyblion a rhieni yn effeithiol. Mae'r ysgol wedi codi ymwybyddiaeth am bwysigrwydd presenoldeb da, yn benodol trwy gynyddu dealltwriaeth disgyblion o'i effaith ar berfformiad.

Mae uwch arweinwyr yn monitro a dadansoddi data presenoldeb yn dda ac yn defnyddio'r wybodaeth hon yn bwrpasol i arwain gwaith y staff. Mae hyn yn helpu i sicrhau bod disgyblion y mae eu presenoldeb yn wael yn cael eu nodi'n fuan a bod cymorth perthnasol yn cael ei roi. Mae gan yr ysgol swyddog lles addysg a gyflogir gan yr awdurdod lleol a swyddog presenoldeb ysgol a gyflogir gan yr ysgol. Mae gan y ddau aelod hyn o staff rôl werthfawr a phwysig o ran monitro cyfraddau presenoldeb a darparu cymorth perthnasol lle bydd angen, yn enwedig ar gyfer disgyblion y mae eu presenoldeb yn isel iawn.

Mae strategaethau cymorth addas yn cynnwys system olrhain briodol sy'n hysbysu staff yn rheolaidd am bresenoldeb disgyblion. Yn ychwanegol, mae gan reolwyr cynnydd ac arweiniad rôl sydd wedi'i diffinio'n glir o ran dadansoddi a monitro data presenoldeb ar gyfer pob grŵp blwyddyn. Maent yn gweithio gyda'r dirprwy bennaeth i nodi problemau posibl sydd gan disgyblion sy'n destun pryder. Caiff llawer o wobrau a thystysgrifau eu dosbarthu i ddisgyblion i gydnabod eu presenoldeb da. Mae'r rhybuddion dyddiol trwy negeseuon testun a'r e-bost i hysbysu rhieni am unrhyw absenoldebau nad adroddwyd amdanynt yn parhau i sicrhau bod modd gweithredu'n gyflym ar resymau am absenoldeb.

Mae strategaethau cyfunol yr ysgol i wella presenoldeb yn cael effaith gadarnhaol. Ers yr arolygiad craidd, mae presenoldeb wedi gwella 4.8 pwynt canran i 95.0% o gymharu â'r ffigur dros dro, sef 94.7% ar gyfer awdurdod lleol Powys. Mae cyfraddau absenoldeb parhaus wedi gostwng yn sylweddol. Mae cyfraddau presenoldeb merched yn gyfartal â chyfraddau presenoldeb bechgyn erbyn hyn. Mae data nas gwiriwyd ar gyfer 2014-2015 yn dangos bod disgyblion wedi cyflawni eu cyfraddau presenoldeb gorau yn yr ysgol.

Argymhelliad 3: Cynyddu her addysgu i gyd-fynd â'r her a welir yn y gwersi gorau

Nid oedd yr un farn yn berthnasol.

Ers yr ymweliad monitro diwethaf, mae'r ysgol wedi gwella a datblygu ei strategaethau ymhellach i wella addysgu a dysgu.

Mae'r ysgol wedi nodi meysydd addysgu cyffredin y mae angen eu gwella ac mae wedi trefnu hyfforddiant gwerth chweil i fynd i'r afael â'r agweddau hyn. Mae hefyd wedi darparu arweiniad clir a defnyddiol trwy ei pholisi addysgu a dysgu newydd a'r ffurflen cynllunio gwersi newydd. Mae'r hyfforddiant a'r arweiniad hwn wedi cael effaith gadarnhaol ar ansawdd yr addysgu a'r dysgu a arsylwyd mewn gwersi. Mae hefyd wedi helpu athrawon i gael dealltwriaeth well o nodweddion gwersi da. Mae ffurflen arsylwi gwersi newydd yr ysgol a'i rhaglen strwythuredig o arsylwadau gwersi mewn parau wedi arwain at farnau sy'n fwy arfarnol ac yn canolbwyntio mwy ar gynnydd disgyblion. Fodd bynnag, mae barnau cyffredinol ar addysgu yn tueddu i fod yn rhy hael ac nid ydynt yn ystyried tystiolaeth ynghylch safonau o ddata a llyfrau yn ddigon da. Mae'r ysgol wedi dechrau rhannu arfer dda mewn addysgu a dysgu. Fodd bynnag, megis dechrau datblygu y mae'r gwaith hwn.

Ym mwyafrif y gwersi a arsylwyd, mae athrawon yn cynllunio ystod ddefnyddiol o weithgareddau effeithiol a difyr sy'n galluogi'r rhan fwyaf o ddisgyblion i wneud cynnydd cryf. Yn y gwersi hyn, mae gan athrawon ddisgwyliadau uchel o ddisgyblion ac maent yn darparu gwaith sy'n eu herio'n briodol. Maent yn rhoi esboniadau clir ac mae ganddynt berthynas waith gadarnhaol gyda disgyblion. Mae'r athrawon hyn yn annog disgyblion i weithio'n annibynnol ac yn rhoi cyfleoedd iddynt weithio'n effeithiol mewn parau neu grwpiau hefyd. Maent yn holi cwestiynau treiddgar sy'n galluogi disgyblion i ddyfnhau eu dealltwriaeth. Mae athrawon yn rhoi adborth llafar adeiladol ar sut gall disgyblion wella'u gwaith ac maent yn cynllunio'n fedrus ar gyfer hunanasesu ac asesu cyfoedion mewn modd adeiladol. Yn y gwersi hyn, mae gwaith cartref yn fuddiol ac yn adeiladu'n dda ar gynnwys y wers.

Mewn lleiafrif o wersi lle mae'r addysgu'n llai effeithiol, ni chaiff disgyblion eu herio ddigon. Mae athrawon yn tueddu i ateb dros ddisgyblion ac nid ydynt yn rhoi digon o amser iddynt ddatblygu eu hatebion i gwestiynau, ac ehangu arnynt. Yn y gwersi hyn, nid yw athrawon yn cynllunio ystod addas o weithgareddau sy'n galluogi disgyblion o bob gallu i wneud cynnydd. Mae gweithgareddau naill ai'n rhy anodd, yn rhy hawdd neu wedi'u trefnu'n wael, sy'n golygu nad yw disgyblion yn dysgu ar gyflymdra sy'n briodol i'w gallu. Nid yw'r athrawon hyn yn cynorthwyo disgyblion yn ddigon da i ddatblygu eu medrau, yn enwedig o ran sillafu ac atalnodi.

Yn y nifer fach iawn o wersi lle mae'r addysgu'n wael, mae gan athrawon ddisgwyliadau isel o ddisgyblion. Yn y gwersi hyn, mae cyflymdra'r dysgu'n rhy araf ac nid yw gweithgareddau dysgu'n herio disgyblion. Nid yw athrawon yn defnyddio gwybodaeth am asesu yn ddigon da i gynllunio gweithgareddau defnyddiol sy'n galluogi disgyblion i symud ymlaen yn eu dysgu.

Argymhelliad 4: Gwella ansawdd a chysondeb y marcio a'r adborth a roddir i ddisgyblion

Nid oedd yr un farn yn berthnasol.

Mae'r ysgol wedi parhau i wneud gwelliannau yn ansawdd a chysondeb y marcio a'r adborth i ddisgyblion. Mae'r polisi marcio ysgol gyfan a gyflwynwyd yn ddiweddar yn rhoi arweiniad clir a defnyddiol ar brosesau marcio a sut i roi adborth effeithiol i ddisgyblion. Mae mwyafrif o athrawon yn rhoi syniad clir i ddisgyblion o'r cryfderau a'r meysydd i'w datblygu mewn termau sy'n benodol i'r pwnc, ac yn nodi targedau penodol ar gyfer gwella. Pan fo'r marcio yn fwyaf effeithiol, ceir deialog adeiladol rhwng yr athro a'r disgyblion ar y modd y gellir gwella'r gwaith. Er bod safon y marcio wedi gwella, mae gormod o anghysondeb o hyd o fewn pynciau, a rhyngddynt. Hefyd, nid yw lleiafrif o athrawon yn nodi camgymeriadau sillafu pwysig yn ddigon da, fel camgymeriadau â themau sy'n benodol i'r pwnc.

Mae uwch arweinwyr wedi rhoi mwy o ffocws ar fonitro asesu a marcio. Ar ôl ymchwil sylweddol, sefydlwyd gweithgor yn cynnwys staff o'r ysgol i ymgynghori â bwrdd y cwricwlwm, adrannau, llywodraethwyr a rhieni. Nod y grŵp hwn oedd datblygu a gweithredu polisi clir a chyson i wella ansawdd marcio ac adborth ar gyfer pob disgybl. O ganlyniad i'r gweithgor hwn, cyflwynwyd menter 'adborth, gweithredu, ymateb' (FAR) yn ddiweddar. Fodd bynnag, mae hon yn fenter ddiweddar iawn ac mae'n rhy gynnar i asesu ei heffaith.

Argymhelliad 5: Cynyddu atebolrwydd uwch reolwyr a rheolwyr canol ar gyfer gwella safonau ac ansawdd, trwy drefniadau rheoli llinell trylwyr

Nid oedd yr un farn yn berthnasol.

Ers yr ymweliad monitro diwethaf, mae'r ysgol wedi parhau i adeiladu ar y gwaith gwerthfawr y mae wedi'i wneud i wella'i systemau ar gyfer dwyn arweinwyr i gyfrif. Mae hyn yn cynnwys gwneud gwelliannau i drefniadau ar gyfer cyfarfodydd rheolwyr llinell, defnydd gwell o ddata at ddibenion atebolrwydd gan arweinwyr canol ac uwch arweinwyr a chysylltiadau cryfach rhwng llywodraethwyr ac arweinwyr canol.

Mae'r ysgol wedi sicrhau cyllid ar gyfer y naw swydd arweinyddiaeth ganol a oedd yn swyddi dros dro yn flaenorol a bydd swydd y pennaeth cynorthwyol, sy'n wag ar hyn o bryd, yn cael ei llenwi ym mis Medi. Mae rolau uwch arweinwyr wedi cael eu diffinio'n gliriach hefyd. Fodd bynnag, oherwydd nifer o absenoldebau tymor hir ar lefel arweinyddiaeth ganol, mae gan uwch arweinwyr y cyfrifoldeb ychwanegol i gyflawni'r rolau hyn yn ogystal â'u rolau nhw eu hunain.

Mae'r ysgol wedi parhau i dderbyn cymorth allanol i gynnal adolygiadau o adrannau allweddol ac agweddau ar ei gwaith, fel hunanarfarnu. Mae'r deilliannau o'r adolygiadau adrannol wedi galluogi uwch arweinwyr i ddwyn arweinwyr canol i gyfrif yn fwy effeithiol. Mae'r ysgol wedi darparu cymorth allanol buddiol hefyd i helpu adrannau i weithredu ar argymhellion. Fodd bynnag, mae'n rhy gynnar i arfarnu effaith y gwaith ar safonau disgyblion.

Mae penaethiaid adrannau yn gliriach ynglŷn â'u rolau a'u cyfrifoldebau o ganlyniad i'r newidiadau a roddwyd ar waith. Maent yn ymateb gyda mwy o hyder a gwybodaeth pan gânt eu dwyn i gyfrif am safonau. Mae rheolwyr cynnydd ac arweiniad yn parhau i ddatblygu yn eu rolau ac maent yn dechrau cael effaith gadarnhaol ar safonau. Fodd bynnag, at ei gilydd, mae cymorth a hyfforddiant penodol mewn arweinyddiaeth a rheolaeth ar gyfer arweinwyr canol fel y nodwyd gan yr ysgol yn parhau i fod yn faes i'w ddatblygu.

Gwnaed rhagor o welliannau i'r trefniadau ar gyfer cyfarfodydd rheolwyr llinell, sydd wedi gwella'n sylweddol er mis Medi. Fodd bynnag, mae anghysondebau'n parhau yn ansawdd yr adborth ysgrifenedig o'r cyfarfodydd hyn a graddau'r gweithgarwch dilynol ar bwyntiau gweithredu.

Mae trefniadau'r ysgol ar gyfer cynorthwyo athrawon gwannach ar waith ond bu eu heffaith yn gyfyngedig hyd yn hyn.

Argymhelliad 6: Gwella craffter ac eglurder cynllunio gwelliant ar bob lefel, gan ddefnyddio targedau penodol a mesuradwy

Nid oedd yr un farn yn berthnasol.

Mae'r ysgol yn parhau i wella'i systemau a'i phrosesau ar gyfer gwella ansawdd ar draws yr ysgol. Mae'r ysgol wedi parhau i gydweithio'n dda â'r consortiwm rhanbarthol i adolygu adrannau. Mae'r ysgol yn defnyddio canfyddiadau'r adolygiadau hyn i gynllunio ar gyfer gwelliant yn fwy effeithiol.

Mae gwelliannau yn ffocws ac ansawdd y trafodaethau mewn cyfarfodydd rheolwyr llinell ac adrannau yn helpu uwch arweinwyr ac arweinwyr canol i arfarnu cynnydd disgyblion yn fwy effeithiol a chynllunio i fynd i'r afael â phryderon. Mae arweinwyr yn defnyddio adborth o arsylwadau gwersi a chraffu ar waith erbyn hyn, yn ogystal ag adolygiadau adran, i lywio'r trafodaethau hyn.

Mae'r ysgol yn mireinio'i defnydd ar deithiau dysgu, gan gydnabod nad oeddent bob amser yn ychwanegu digon o werth at wybodaeth arall a ddefnyddir i arfarnu cynnydd.

Mewn rhai adrannau, mae staff wedi cynnal arolwg ffurfiol o ddisgyblion yn nhymor yr hydref ynglŷn â'u barn ar addysgu a dysgu. Trafodwyd yr adborth hwn mewn cyfarfodydd adran ond nid yw wedi llywio cynlluniau'n ddigonol.

Mae'r ysgol wedi diwygio'r fformat ar gyfer ei dogfennau hunanarfarnu a chynllunio. Yn y rhan fwyaf o adrannau ac ar lefel ysgol gyfan, bydd y dull newydd yn cael ei ddefnyddio'n llawn am y tro cyntaf yn nhymor yr hydref wedi i'r ysgol gael set newydd o ddata ar gyfer safonau ar draws yr holl gyfnodau allweddol. Mae gan yr ysgol rai enghreifftiau o'r templed cynllunio newydd yn cael ei ddefnyddio'n barod mewn adrannau sydd wedi cael eu hadolygu'n ddiweddar ac yn ei chynllun ar gyfer defnyddio'r Grant Gwella Addysg a'r Grant Amddifadedd Disgyblion. Mae'r cynlluniau adran yn gliriach a chraffach na'r cynlluniau ar gyfer y flwyddyn flaenorol, ac yn cynnwys mwy o dargedau penodol a mesuradwy. Fodd bynnag, nid yw'r cynlluniau ysgol gyfan sy'n ymwneud â gwario grantiau yn cynnwys targedau

penodol a mesuradwy.

Mae'r rhan fwyaf o adrannau wedi defnyddio templed dadansoddi data newydd i ystyried safonau yn eu pwnc. At ei gilydd, mae ansawdd dadansoddi data wedi gwella. Fodd bynnag, mae gormod o amrywiad o hyd yn ansawdd yr arfarnu gan arweinwyr canol gan eu bod weithiau dim ond yn dadansoddi a disgrifio'r data heb ei arfarnu a nodi meysydd priodol a phenodol i'w gwella.

Nid yw'r ysgol wedi monitro cynnydd yn ffurfiol o ran mynd i'r afael â'r argymhelliad hwn ac nid yw'r ysgol wedi diweddarau ei hadroddiad hunanarfarnu ers yr ymweliad diwethaf chwaith. O ganlyniad, nid yw'r corff llywodraethol bob amser yn ymwybodol o faterion pwysig yn yr ysgol. Mae'r ffaith nad yw'r ysgol yn monitro ac arfarnu ei chynnydd ei hun wrth fynd i'r afael â'r argymhelliad hwn yn ddiffyg pwysig.

Argymhelliad 7: Cynllunio i ddatrys y diffyg yn y gyllideb yn effeithiol

Cynnydd da iawn wrth fynd i'r afael â'r argymhelliad.

Fe wnaethom adrodd ar ôl yr ymweliad monitro yng Ngorffennaf 2013 bod yr ysgol wedi gwneud cynnydd da iawn â'r argymhelliad hwn.

Argymhelliad 8: Bodloni gofynion statudol ar gyfer y weithred ddyddiol o gyd- addoli

Cynnydd da iawn wrth fynd i'r afael â'r argymhelliad.

Fe wnaethom adrodd ar ôl yr ymweliad monitro yng Ngorffennaf 2013 bod yr ysgol wedi gwneud cynnydd da iawn â'r argymhelliad hwn.

Argymhellion

Er mwyn cynnal y cynnydd hwn a gwella arno, dylai'r ysgol barhau i gynnal lefel y cynnydd y mae eisoes wedi'i wneud, a pharhau i fynd i'r afael â'r argymhellion arolygu hynny lle mae angen gwneud rhagor o gynnydd.



Rhagoriaeth i bawb - Excellence for all

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**

**Brecon High School
Penlan
Brecon
Powys
LD3 9SR**

Date of visit: July 2015

by

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

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The monitoring team

Robert Davies	Reporting Inspector
Lowri Jones	Team Inspector
Alwyn Thomas	Team Inspector
Mark Champion	Team Inspector

Outcome of monitoring

Brecon High School is judged to have made insufficient progress in relation to the recommendations following the core inspection in May 2012.

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 school in about three months' time to inspect progress against the recommendations.

Progress since the last inspection

Recommendation 1: Raise standards at key stage 3 and key stage 4, particularly in science, Welsh second language and the performance of boys

No judgement applied

Since the last monitoring visit, leaders across the school have maintained a suitable focus on raising standards across the school. Actions have included refining targets, reviewing the work of departments, improving the quality of teaching and monitoring the progress made by pupils more closely.

At this point in the academic year, no new verifiable data is available for key stage 4. The school's tracking data for Year 11, which is based on teacher assessments and controlled assessments completed by pupils, suggests that standards will be similar to last year.

At key stage 3, provisional unverified data generally indicates solid improvements across the school's headline indicators and strong improvements in Welsh second language.

Standards of pupils' work and progress in lessons observed during the monitoring visit are higher than those seen in the last monitoring visit but lower than the school's recent judgements from lesson observations. Staff absence in a few key subjects continues to limit pupil progress.

In many lessons, pupils display positive attitudes to learning. They work well together and contribute effectively in whole class and group discussions. In a majority of lessons, pupils display a secure knowledge and understanding of previously taught work and overall make good progress in their learning. They apply their knowledge and skills learnt well in new and unfamiliar situations. In a few subjects, they show a thorough understanding of subject specific criteria and use this well to assess their progress and that of their peers. In a majority of lessons, they display secure literacy and numeracy skills and apply these aptly to support their work across the curriculum.

In a minority of lessons, pupils make less progress in their learning. In these lessons, pupils often lack concentration and too easily stray off task. As a result, they do not complete tasks and activities to a high enough standard. In addition, a

minority of pupils make too many errors in their spelling, punctuation and grammar, and their written work lacks structure, depth and quality. In a very few lessons, pupils make poor progress in their learning. This is largely due to teachers' weak planning, low expectations and poor behaviour management.

During the visit, inspectors noted that a few pupils arrived too late to lessons.

Pupils spoken to during the visit noted that low level disruption inhibits their progress in a few lessons.

Recommendation 2: Improve attendance

No judgement applied

The school has successfully implemented a range of strategies to help improve attendance. The senior leadership team have clear expectations about the importance of good attendance and communicate this message to staff, pupils and parents effectively. The school has raised awareness of the importance of high attendance, in particular, through increasing pupils' understanding of its impact on performance.

Senior leaders monitor and analyse attendance data well and use this information purposefully to guide the work of staff. This helps to ensure the early identification of pupils with poor attendance and relevant support is provided. The school has an educational welfare officer employed by the local authority and a school attendance officer employed by the school. These two members of staff play a worthwhile and important role in monitoring attendance rates and providing relevant support where necessary, particularly for pupils whose attendance is very low.

Suitable support strategies include an appropriate tracking system that regularly informs staff about pupils' attendance. In addition, progress and guidance managers have a clearly defined role in analysing and monitoring attendance data for all year groups. They work with the deputy head to identify particular issues of pupils causing concern. Many rewards and certificates are distributed to pupils to recognise their good attendance. The daily text and email alert to notify parents of any unreported absences continues to ensure that reasons for absence can be acted upon quickly.

The school's combined strategies to improve attendance are having a positive impact. Since the core inspection, attendance has improved by 4.8 percentage points to 95.0% compared with the provisional figure of 94.7% for the Powys local authority. Persistent absence has decreased significantly. The attendance of girls is now equal to boys' attendance. Unverified data for 2014-2015, indicates that pupils have achieved their best attendance rates in the school.

Recommendation 3: Increase the challenge of teaching to match that in the best lessons

No judgement applied

Since the last monitoring visit, the school has further improved and developed its strategies to improve teaching and learning.

The school has identified common areas of teaching in need of improvement and has organised worthwhile training to address these aspects. It has also provided clear and helpful guidance through its new teaching and learning policy and the new lesson planning form. This training and guidance has had a positive impact on the quality of teaching and learning observed in lessons. It has also helped teachers to gain a better understanding of the features of good lessons. The school's new lesson observation form and its structured programme of paired lesson observations has led to judgements that are more evaluative and more focused on pupil progress. However, overall judgements on teaching tend to be too generous and do not take into consideration evidence on standards from data and books well enough. The school has started to share good practice in teaching and learning. However, this work is at an early stage of development.

In the majority of lessons observed, teachers plan a useful range of effective and engaging activities that enable most pupils to make strong progress. In these lessons, teachers have high expectations of pupils and provide work that challenges them suitably. They give clear explanations and have positive working relationships with pupils. These teachers encourage pupils to work independently and also provide opportunities for them to work effectively in pairs or groups. They ask probing questions that enable pupils to deepen their understanding. Teachers provide constructive oral feedback on how pupils can improve their work and plan skilfully for constructive self and peer-assessment. In these lessons, homework is beneficial and builds well on the content of the lesson.

In a minority of lessons where teaching is less effective, pupils are not challenged enough. Teachers tend to answer for pupils and do not allow them time to develop and expand on their responses to questions. In these lessons, teachers do not plan a suitable range of activities that enable pupils of all abilities to make progress. Activities are either too difficult, too easy or poorly organised, which means that pupils do not learn at a pace that is appropriate to their ability. These teachers do not support pupils well enough to develop their skills, particularly in terms of spelling and punctuation.

In the very few lessons where teaching is poor, teachers have low expectations of pupils. In these lessons, the pace of learning is too slow and learning activities do not challenge pupils. Teachers do not use assessment information well enough to plan useful activities that allow pupils to move forward in their learning.

Recommendation 4: Improve the quality and consistency of marking and feedback given to pupils

No judgement applied

The school has continued to make improvements in the quality and consistency of marking and feedback to pupils. The recently introduced whole-school marking policy gives clear and helpful guidance on marking processes and how to provide effective feedback to pupils. A majority of teachers provide pupils with a clear

indication of the strengths and areas for development in subject specific terms, and set out specific targets for improvement. Where marking is most effective, there is constructive dialogue between the teacher and the pupils on how the work can be improved. Although the standard of marking has improved, there continues to be too much inconsistency within and between subjects. Furthermore, a minority of teachers do not identify important spelling mistakes well enough, such as mistakes with subject specific terms.

Senior leaders have placed a greater focus on monitoring assessment and marking. After considerable research, a working group consisting of staff from the school was set up to consult with the curriculum board, departments, governors and parents. The aim of this group was to develop and implement a clear and consistent policy to improve the quality of marking and feedback for all pupils. The result of this working group is the recent introduction of the 'feedback, action, response' (FAR) initiative. However, this is a very recent initiative and it is too early to assess its impact.

Recommendation 5: Increase senior and middle managers' accountability for improving standards and quality, through rigorous line management arrangements

No judgement applied

Since the last monitoring visit, the school has continued to build on the valuable work it has done to improve its systems for holding leaders to account. This includes improvements to arrangements for line manager meetings, improved use of data for accountability purposes by middle and senior leaders and strengthened links between governors and middle leaders.

The school has secured funding for the nine previously temporary middle leadership positions and the currently vacant assistant headteacher post will be filled in September. The roles of senior leaders have also been defined more clearly. However, due to several long-term absences at middle leadership level, senior leaders have the additional responsibility of fulfilling these roles as well their own.

The school has continued to engage external support to carry out reviews of key departments and aspects of its work, such as self-evaluation. The outcomes from the departmental reviews have enabled senior leaders to hold middle leaders to account more effectively. The school has also provided beneficial external support to help departments to act on recommendations. However, it is too early to evaluate the impact of the work on pupils' standards.

Heads of department are clearer about their roles and responsibilities as a result of the changes that have been put in place. They are responding with more confidence and knowledge when held to account for standards. Progress and guidance managers continue to develop in their roles and are beginning to have a positive impact on standards. However, overall, specific support and training in leadership and management for middle leaders as identified by the school remains an area for development.

Further improvements have been made to the arrangements for line manager meetings, which have improved considerably since September. However, inconsistencies remain in the quality of written feedback from these meetings and the degree of follow up on action points.

The school's arrangements for supporting weaker teachers are in place but limited impact has been made to date.

Recommendation 6: Improve the sharpness and clarity of improvement planning at all levels, using specific and measurable targets

No judgement applied

The school continues to improve its systems and processes for improving quality across the school. The school has continued to collaborate well with the regional consortium to review departments. The school is using the findings of these reviews to plan for improvement more effectively.

Improvements in the focus and quality of discussion in line management and department meetings are helping senior and middle leaders to evaluate the progress of pupils more effectively and plan to address concerns. Leaders are now using feedback from lesson observations and scrutiny of work, as well as department reviews, to inform these discussions.

The school is refining its use of learning walks, recognising that they were not always adding enough value to other information used to evaluate progress.

In a few departments, staff have formally surveyed pupils in the autumn term about their views on teaching and learning. This feedback has been discussed in department meetings but has not sufficiently informed plans.

The school has revised the format for its self-evaluation and planning documentation. In most departments and at whole-school level the new approach will be used fully for the first time in the autumn term once the school has new a set of data for standards across all key stages. The school has a few examples of the new planning template being used already in departments that have recently been reviewed and in its plan for the use of the Education Improvement Grant and Pupil Deprivation Grant. The department plans are clearer and sharper than those for the previous year, and have more specific and measurable targets. However, the whole school plans relating to grant spends do not have specific and measurable targets.

Most departments have used a new data analysis template to consider standards in their subject. Overall, the quality of data analysis has improved. However, there is still too much variation in the quality of evaluation by middle leaders as they sometimes only analyse and describe the data without evaluating it and identifying appropriate and specific areas for improvement.

The school has not formally monitored progress in addressing this recommendation and neither has the school updated its self-evaluation report since the last visit. As a result, the governing body are not always aware of important issues in the school.

The school's lack of monitoring and evaluation of their own progress in addressing this recommendation is an important shortcoming.

Recommendation 7: Plan to resolve the budget deficit effectively

Very good progress in addressing the recommendation

We reported after the monitoring visit of July 2013 that the school has made very good progress with this recommendation.

Recommendation 8: Meet statutory requirements for the daily act of collective worship

Very good progress in addressing the recommendation

We reported after the monitoring visit of July 2013 that the school has made very good progress with this recommendation.

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.