



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

A report on

**Bedwas High School
Newport Road
Bedwas
CF83 8BJ**

Date of inspection: May 2017

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Bedwas High School is an English-medium 11-18 mixed comprehensive school situated to the east of Caerphilly. It has 640 pupils on roll, including 87 in the sixth form. This is fewer than at the time of the last inspection, when there were 694 pupils on roll. Pupils are drawn from the villages of Bedwas, Trethomas, Graig-y-Rhacca and Machen. A third of pupils live in the 20% most deprived areas of Wales. Just less than 23% of pupils are eligible for free school meals, which is above the Welsh average of 17.4% for secondary schools. No pupils come from Welsh-speaking homes. Nearly all pupils are from white British backgrounds with very few from minority ethnic groups. The percentage of pupils with special educational needs is around 21%, which is below the national average of 25.1%. The percentage of pupils who have a statement of special educational needs is 1%, which is below the national average of 2.5%.

The current senior leadership team consists of the headteacher, three assistant headteachers and a business manager.

The individual school budget per pupil for Bedwas School in 2016-2017 is £4,211 per pupil. The maximum per pupil in the secondary schools in the Caerphilly is £5,368 and the minimum is £4,025. Bedwas High School is eighth out of the 13 secondary schools in the Caerphilly in terms of its school budget per pupil.

Summary

The school's current performance	Unsatisfactory
The school's prospects for improvement	Unsatisfactory

Current performance

Strengths in the school's current performance include:

- Improved performance at key stage 4 in 2016, particularly that of pupils eligible for free school meals and in mathematics
- Pupils' attendance has been above modelled outcomes in each of the last four years
- Most pupils feel safe in school

However, current performance is unsatisfactory because:

- Over the last four years, many pupils made significantly less progress from previous key stages than expected
- Performance in most indicators at key stage 4 is below or well below that in similar schools in each of the last four years
- Performance in the level 2 threshold including English and mathematics is consistently below modelled outcomes in each of the last four years
- Over the last four years the performance of boys and of girls is generally below or well below the average for boys and girls respectively in similar schools
- Performance in the sixth form in the last two years is poor
- In close to half of lessons, most pupils do not make enough progress
- Many pupils lack resilience and do not display sufficient, independent learning and problem solving skills
- Around a half of pupils have weak or very weak literacy skills and do not develop these skills well enough across the curriculum
- Around half of teachers do not provide pupils with clear enough guidance on how to improve their work
- In close to half of lessons, teachers' expectations of what pupils can achieve are too low
- Rates of fixed term exclusions are high

Prospects for improvement

Leadership at different levels has:

- Contributed to pupils' attendance that is consistently above expectation
- Provided worthwhile opportunities for more able pupils to enhance their learning and
- Supported successfully pupils' improved awareness of sustainability and global citizenship

However, the school's prospects for improvement are unsatisfactory because:

- The headteacher's vision based on improving pupils' wellbeing and achievement is not shared or understood well enough by staff and parents
- The senior leadership team do not work together well enough to monitor and improve key areas of the school's work
- Leaders and managers at all levels concentrate too much on compliance with procedures and do not challenge underperformance and the quality of teaching robustly enough
- Governors do not challenge the school well enough to improve standards or the quality of teaching and learning
- The school's self-evaluation report is insufficiently evaluative, selective in its use of evidence, overly generous in its judgements and does not identify clearly the most important areas in need of significant improvement
- The school's improvement planning does not prioritise key concerns and issues effectively
- Many strategies and success criteria in a majority of departmental improvement plans lack the rigour necessary to bring about the improvements required
- The school currently operates a deficit budget

Recommendations

R1 Improve standards at key stage 4

R2 Improve the quality of teaching and assessment

R3 Improve the quality and impact of leadership at all levels

R4 Improve the rigour and accuracy of self-evaluation and the precision of improvement planning at all levels

R5 Provide robust financial management to eliminate the budget deficit

What happens next?

In accordance with the Education Act 2005, HMCI 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 monitor the school's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

In 2016, there was a significant improvement in performance at key stage 4. However, in many indicators, this performance does not compare favourably with that in similar schools. Over the past four years many pupils have made significantly less progress from previous key stages than expected.

Performance in the level 2 threshold including English and mathematics has fluctuated considerably over the past four years but remained below modelled outcomes in each of those years and significantly below in two of them. In 2016, it improved markedly but does not compare favourably with that in similar schools.

After three years of poor performance, there was a sharp rise in both the level 1 and level 2 thresholds in 2016 with the latter now comparing favourably with performance levels in similar schools for the first time in the last four years. There have been year-on-year improvements in the capped points score. Despite a significant improvement in 2016, performance remains below modelled outcomes in this indicator.

In 2016, the proportion of pupils gaining five passes at GCSE at grades A or A* improved significantly. It is above the average for similar schools and close to the national average after being well below both in previous years.

No pupil has left the school without a recognised qualification in either of the last two years.

At key stage 3, there has been a clear improvement in all indicators over the last four years. However, over that period, performance has mostly not compared well with that in similar schools. The proportion of pupils achieving the core subject indicator has improved but remains well below modelled outcomes.

Over the last four years, performance in the sixth form has been below the average in similar schools in many indicators. In the last two years, it has been below that average in the level 3 threshold and in the proportion of pupils gaining three passes at grades A or A* and well below in the average wider points score and in the proportion of pupils gaining three passes and grades A*-C.

In 2016, the overall performance of boys and girls at key stage 4 improved significantly, particularly in those indicators that include English and mathematics. Despite this improvement, their performance remained weaker than that of boys and girls respectively in similar schools in a majority of indicators.

In 2016, the performance at key stage 4 of pupils eligible for free school meals improved in every indicator and was above the average for schools nationally in all indicators. It was also above the average for the same group of pupils in similar schools in the majority of indicators, after generally being below in the three previous years. Many pupils who have specific learning difficulties make limited progress.

In 2016, performance in Welsh at key stage 3 improved dramatically. It now compares very well with that in similar schools after comparing poorly in each of the three previous years. At key stage 4 in 2016, slightly less than half of the pupils achieved a level 2 qualification in Welsh. The minority of pupils who followed the full course performed strongly and above the national average. Performance in the short course remains below the national average and overall, in 2016, close to a third of pupils did not gain a qualification in Welsh.

In just over half of lessons, many pupils make appropriate progress. In a very few lessons, a majority of pupils make strong progress. They demonstrate secure recall of previous learning and apply their knowledge and skills suitably in different contexts. In the remainder of lessons, most pupils do not make enough progress.

A majority of pupils have good listening skills, although a minority do not listen to the teachers or their peers with sufficient attention. As a result, they miss important information. Around half of pupils share their ideas and provide brief verbal responses to the teachers' questions. A minority use subject-specific vocabulary appropriately. A very few pupils provide more developed and interesting verbal responses. However, close to half of pupils lack the skills and confidence to make a meaningful verbal contribution.

A minority of pupils work well collaboratively when, for example, discussing topics ranging from the social, economic and environmental impact of tsunamis to how leaflets persuade us to visit adventure parks.

Many pupils read a suitable variety of literary and non-literary texts. Around half use an appropriate range of reading strategies to support their learning. This includes reading to extract information from different texts. A few use inference and deduction well to enhance their understanding, for example, of events in Sarajevo leading to World War 1 and of different literary texts. A very few synthesise information from a range of sources covering topics such as the rise of the Nazism and the Wall Street Crash. However, overall, close to half of pupils do not have a sufficient range of reading strategies to support their learning well enough.

Around half of pupils produce writing that is technically secure and structured suitably, including discursive essays on historical events such as the Night of the Long Knives and scientific explanations of magnetism, global warming and acid rain. A very few pupils produce writing of greater ambition that is well-crafted and engages the reader well. Many pupils do not take enough responsibility for improving the content and technical accuracy of their work before they hand it to the teacher.

Many pupils of different abilities are able to produce suitable graphs on a range of topics including the output current from different voltages and population distribution, but a minority do not pay sufficient attention to accuracy and presentation. A majority of pupils extract data appropriately from graphs and charts to draw conclusions on a range of topics from fitness levels of peers, to possible links between autism and the measles, mumps and rubella (MMR) inoculation and the solubility of certain chemicals. A minority of pupils make accurate calculations on resistance in circuits and the cost of electricity, and a few can explain clearly quadratic and cubic functions.

Only a very few pupils make appropriate use of a suitable range of information and communication technology (ICT) skills across the curriculum that supports their learning effectively.

Wellbeing: Adequate

Most pupils feel safe in school and a majority feel the school deals well with any incidents of bullying. During the inspection, most pupils behaved well in lessons and around the school. However, a minority of pupils overall, and a greater proportion at key stage 4, feel that inappropriate behaviour of others impacts negatively on their learning. The number of fixed term exclusions is high and has increased significantly over the last three years.

Many pupils are courteous and respectful to one another, their teachers and other adults. Nearly all pupils arrive at school and lessons punctually. Attendance rates are consistently above modelled outcomes in each of the last four years. Many pupils feel that there are plenty of opportunities to get regular exercise and a majority feel that the school teaches them to be healthy.

The school parliament has contributed suitably towards school initiatives and community projects, such as 'Bedwas Rocks' and local charities. However, the parliament is unelected and involves only a very few pupils. Most pupils feel that they do not get sufficient opportunities to offer their views, particularly regarding key aspects of school provision.

During the inspection, most pupils demonstrated appropriate social skills but many lack resilience and do not display sufficient, independent learning and problem solving skills.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides a broad and balanced curriculum that meets suitably the needs of most pupils. The curriculum at key stage 3 builds appropriately on pupils' prior learning. Suitable transition arrangements with partner primary schools focus appropriately on developing common teaching approaches to literacy and numeracy.

The key stage 4 curriculum provides an appropriate range of courses that includes a beneficial programme of alternative qualifications for pupils at risk of disengagement. Nonetheless, opportunities for pupils to follow vocational courses and engage with effective work-related education are limited. The school provides a suitable range of post-16 courses through a well-established partnership with other local schools.

There are suitable opportunities for pupils to develop their numeracy skills across the curriculum. However, there are not enough meaningful opportunities for pupils to develop their literacy skills. Most pupils do not have enough opportunities, for instance, to write independently or develop their reading skills in different subjects. Learning support assistants provide beneficial support for pupils with weak literacy and numeracy skills. Provision to enrich the learning experiences of disadvantaged pupils is limited as are opportunities for pupils to develop their ICT skills across the curriculum.

The school provides worthwhile opportunities for more able pupils to enhance their learning, such as with a prestigious international engineering challenge.

Nearly all pupils are able to study a qualification in Welsh at the end of key stage 4. Apart from the annual school Eisteddfod and residential courses, there are few opportunities for pupils to use Welsh outside their Welsh lessons. The school provides appropriate opportunities for pupils to develop their understanding of the culture and history of Wales in many subjects.

The school offers an appropriate range of extra-curricular activities including sport, drama, music, volunteering opportunities and charity work.

The school develops successfully pupils' awareness of sustainability and global citizenship through a wide range of subjects, extra-curricular activities and engagement with community issues. This includes meeting with the local assembly member to discuss the impact on the environment of excessive packaging, and working with the local community to create an outdoor community learning area and with a wildlife organisation to address how local and global activities have a detrimental impact on wildlife habitat.

Teaching: Adequate

Most teachers establish positive and respectful relationships with pupils and demonstrate secure subject knowledge.

In slightly more than half of lessons, teachers have suitably high expectations of pupils and challenge them accordingly. Frequently, they plan useful tasks and provide helpful resources to meet the needs and abilities of all pupils. This engages pupils' interest and helps to create a suitable pace to learning. In these lessons, teachers' questioning establishes pupils' knowledge and probes their understanding suitably. A minority of these teachers support the development of pupils' literacy and numeracy skills helpfully in meaningful contexts.

In close to half of lessons, teachers' expectations of what pupils can achieve are too low. In these lessons, teachers do not provide a sufficiently high level of challenge for all pupils, or plan well enough to create a brisk enough pace to their learning. Pupils often spend too long on undemanding tasks and on occasions become disengaged and lose interest because of overly long teacher expositions. In these lessons, teachers ask far too many closed questions that do not probe pupils' understanding or challenge them to develop their verbal responses.

In many instances, teachers' assessment of pupils' work is overgenerous. Around half of teachers provide useful comments on how pupils can improve their work. The remainder of written feedback does not provide pupils with clear enough guidance on how they can improve their work.

A minority of teachers monitor and support suitably the progress of pupils in lessons. In a few lessons, teachers provide particularly useful verbal feedback to pupils that helps them improve their subject knowledge and develop their skills suitably. A few teachers make effective use of pupil work to help other pupils recognise good features and check their understanding well. However, around half of teachers do not monitor pupils' understanding and progress, in lessons, well enough.

The school has suitable systems for tracking pupils' progress, although these systems have not been used well enough to identify and address under-achievement. Reports to parents provide useful information on their child's progress and wellbeing.

Care, support and guidance: Adequate

The school's provision for care, support and guidance contributes appropriately to pupil wellbeing. It has been particularly effective in maintaining strong pupil attendance.

The school provides a suitable range of extra-curricular activities and makes appropriate arrangements for promoting healthy eating and drinking. Assemblies and tutorial sessions promote pupils' spiritual, moral and cultural development suitably.

Appropriate advice and guidance are available for pupils at key transition points that help them to make informed choices about the next stage of their learning. The school works well with external agencies and specialist services to provide suitable support for vulnerable pupils. However, this has not had enough impact on the number of fixed term exclusions, which have increased and are high.

Pupils with additional learning needs are supported helpfully by the school, including the suitable co-ordination of access arrangements for examinations. The school reviews and revises individual education plans appropriately. However, most of these plans contain targets that are too general and as such not measurable. Consequently, many pupils who have specific learning difficulties make limited progress.

The school's 'AXIS' room provides strong pastoral support for vulnerable pupils, many of whom struggle to cope with their day-to-day life in school. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Adequate

The school provides a safe learning environment and has an inclusive ethos. There is a clear emphasis upon celebrating success and recognising diversity. There are appropriate policies and procedures to challenge any stereotyping and promote equality.

The school motto is 'Caring and achieving'. There is a shared culture of caring and supporting pupils. While all pupils have equal access to learning experiences, the school has not always been successful in inspiring an ethos of high aspiration.

Displays in classrooms and around the school are informative, celebrate pupils' achievements effectively and support current and future learning suitably. Pupils have sufficient books and equipment, including ICT, to support their learning. There is a well-stocked library and other subjects requiring specialist facilities, such as physical education, design and technology, music and drama, are well resourced. The accommodation is generally maintained well and used appropriately.

Key Question 3: How good are leadership and management?	Unsatisfactory
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Leadership: Unsatisfactory

The headteacher has a clear vision for the school based around supporting pupils' wellbeing and achievement. However, this vision is not shared or understood well enough by all staff and by parents. As a result, the school has not succeeded in offering consistently good provision for pupils that enables them to make sufficient and sustained improvements.

The headteacher and the senior leadership team have not worked well enough together to monitor and improve key areas of the school's work. These include securing sustained and sufficient improvement in pupil standards, giving a high enough priority to improving teaching and learning and dealing with issues around pupil behaviour. Where leaders and managers have worked well together, they have made important improvements, for example in pupil attendance.

The school has a well-established senior and middle management structure. Their roles and responsibilities are equitable and understood clearly. There is a recently introduced extended leadership group that includes responsibility for key areas, such as the Welsh Baccalaureate and improving links with parents and the community. However, these roles are new and have not had sufficient impact upon provision or standards.

There is a clearly defined meeting schedule for senior and middle managers. There are appropriate agendas that include standards and behaviour. However, senior management meetings concentrate too much on addressing operational issues and not enough on strategic developments. Leaders and managers at all levels pay too much attention to compliance with school procedures and do not focus enough on the quality and impact of provision. As a result, leaders and managers do not have a clear enough grasp of the school's performance to enable them to set clear and appropriate strategic priorities for improvement. Target setting at whole-school level lacks clarity and does not reflect well enough the progress required in pupils' standards.

The quality and effectiveness of middle leadership are too variable. A majority are developing appropriately their understanding of data on pupil performance. However, their ability to self-assess accurately the performance of their area of responsibility is underdeveloped.

There are suitable arrangements to monitor the work of departments and subjects. However, line-management meetings concentrate too much on compliance issues and do not challenge underperformance and the quality of teaching robustly enough.

Governors are very supportive of the school. They are committed fully to providing a safe and happy environment for pupils that reflects the needs of the community. Under the guidance of the recently appointed chair, governors are beginning to develop an understanding of key performance data. They are also developing an understanding of the work of the school through their link governor work. As a result, they know the strengths and weaknesses of individual subjects but have not challenged the school well enough to improve standards or the quality of teaching and learning.

Improving quality: Unsatisfactory

Self-evaluation and improvement planning processes are a well-established part of school life. However, this has not led to sufficient and sustained improvement in important aspects of the school's work, most notably the quality of teaching, the progress pupils make and the standards they achieve.

The whole-school self-evaluation report includes an analysis of aspects of pupils' performance but is too selective in the data it uses. In addition, the evaluation of teaching is insufficiently robust and does not identify any areas that are in need of improvement. As a result, the school's judgements of the most important areas such as teaching and standards are far too generous.

An established cycle of lesson observations and work scrutiny provides leaders with appropriate first hand evidence of the school's strengths and areas for development. However, neither of these processes focus well enough on the progress that pupils make, nor upon how well they use and develop their skills. This limits the ability of senior and middle leaders to make secure judgements on the quality of teaching and assessment, and to identify precisely enough those areas most in need of improvement.

The school self-evaluation takes account of the views of governors, but does not consider well enough the views of parents, carers, staff and pupils.

Most departmental self-evaluation reports provide an appropriate analysis of performance data and many use feedback from examination boards to highlight issues for improvement. However many do not evaluate this data or the quality of their teaching and the impact it has on pupils' performance rigorously enough.

The school pays due regard to national priorities in its improvement planning but the school's self-evaluation report does not identify well enough the areas most in need of improvement. As a result, the link with the improvement plan is weak and it does not prioritise key concerns and issues effectively. This includes particularly the continuing failure to identify and address robustly the shortcomings in teaching. A majority of the actions specified to bring about the improvements required are not robust or precise enough. In addition, accountability for specific improvement priorities is not clear enough.

Departmental improvement plans take appropriate account of whole-school priorities as well as issues identified in their departmental self-evaluation. However, many strategies and success criteria in a majority of departmental improvement plans lack rigour.

Many recommendations from the previous inspection remain as areas in need of improvement.

Partnership working: Adequate

The school works with an appropriate range of partners to enhance learning experiences for pupils. This includes working suitably with partner primary schools to support pupils as they transfer from key stage 2 to key stage 3. The partnership with

two other local secondary schools has widened appropriately the choice of subjects available to pupils. There are sound quality assurance procedures in place to monitor and evaluate this provision and support pupils' wellbeing. However, links with the local further education college are underdeveloped.

The school has long-standing partnerships with a suitable range of support agencies that provide helpful support to vulnerable pupils. This has helped pupils who may otherwise have struggled to remain in school, to do so.

The school has useful links with the community that contribute appropriately to the personal and social education (PSE) programme. The school has valuable links with the community police. This includes drama productions, input to assemblies and PSE lessons advising pupils on keeping safe, especially when using the internet. Through a partnership with the Royal Society for the Protection of Birds, volunteers from Year 10 and Year 12 are involved in developing a community garden area.

Calendared parents' evenings take place throughout the year. Other opportunities for parents to share their views and contribute to the school community are very limited.

Resource management: Unsatisfactory

The school is staffed appropriately and deploys its teachers and support staff suitably. Very few teachers teach outside their subject specialism.

The headteacher, business manager and the governors' finance committee monitor the school's finances suitably. Although the school has a budget deficit, there are appropriate plans to tackle this deficit over three years. The local authority have approved these plans and the school is making good progress towards recovering from the deficit ahead of schedule.

The school offers beneficial professional development opportunities for staff on aspects such as preparing for changes to examination specifications. Teachers are also increasingly involved in valuable opportunities to observe each other teach. However, the school does not prioritise or evaluate provision for the continuous professional development of staff well enough. As a result, this provision does not focus appropriately on the aspects of the school's work most in need of attention.

The school's performance management system includes all members of staff and involves useful opportunities to review progress against targets. In most cases, targets are not sufficiently challenging and the review process is not rigorous enough. Consequently, performance management arrangements have not had enough impact on raising standards or on improving the quality and effectiveness of teaching and assessment.

Overall, the school's expenditure of the Pupil Deprivation Grant has had a beneficial impact on the performance and attendance of pupils from disadvantaged backgrounds, particularly in 2016.

In view of the standards achieved by pupils, the school offers unsatisfactory value for money.

Appendix 1

6764093 - Bedwas High School

Number of pupils on roll	640
Pupils eligible for free school meals (FSM) - 3 year average	22.9
FSM band	4 (20%<FSM<=30%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	125	109	115	108		
Achieving the core subject indicator (CSI) (%)	52.8	75.2	73.9	75.0	82.2	85.9
Benchmark quartile	4	3	4	4		
English						
Number of pupils in cohort	125	109	115	108		
Achieving level 5+ (%)	60.0	78.0	75.7	75.9	86.9	89.2
Benchmark Quartile	4	4	4	4		
Achieving level 6+ (%)	8.0	26.6	35.7	44.4	48.0	56.2
Benchmark Quartile	4	4	4	3		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.	62.5	92.0
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.	12.5	57.2
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	125	109	115	108		
Achieving level 5+ (%)	72.0	82.6	82.6	90.7	87.5	90.1
Benchmark Quartile	4	3	4	2		
Achieving level 6+ (%)	37.6	42.2	51.3	59.3	55.0	62.7
Benchmark Quartile	4	4	2	2		
Science						
Number of pupils in cohort	125	109	115	108		
Achieving level 5+ (%)	56.8	79.8	84.3	75.9	91.3	92.8
Benchmark Quartile	4	4	4	4		
Achieving level 6+ (%)	15.2	26.6	33.9	44.4	56.5	62.9
Benchmark Quartile	4	4	4	4		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6764093 - Bedwas High School

Number of pupils on roll 640
 Pupils eligible for free school meals (FSM) - 3 year average 22.9
 FSM band 4 (20%<FSM<=30%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	147	118	117	102		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	29.9	44.1	35.0	51.0	51.6	60.2
Benchmark quartile	4	3	4	3		
Achieved the level 2 threshold	52.4	69.5	65.8	88.2	79.9	83.6
Benchmark quartile	4	4	4	2		
Achieved the level 1 threshold	85.7	81.4	91.5	98.0	96.2	95.3
Benchmark quartile	4	4	4	3		
Achieved the core subject indicator (CSI)	27.9	38.1	33.3	47.1	46.0	57.5
Benchmark quartile	4	4	4	3		
Average capped wider points score per pupil	279.0	296.5	303.6	343.5	333.3	344.2
Benchmark quartile	4	4	4	3		
Average capped wider points score plus per pupil	275.5	293.4	301.0	340.9	328.3	340.3
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	8.2	5.9	5.1	15.7	9.8	15.8
Benchmark quartile	.	.	.	.
Achieved A*-C in English	37.4	55.9	37.6	53.9	62.2	69.3
Benchmark quartile	4	3	4	4		
Achieved A*-C in mathematics	41.5	51.7	51.3	70.6	59.8	66.9
Benchmark quartile	4	3	4	1		
Achieved A*-C in science	53.1	56.8	76.1	81.4	72.5	82.3
Benchmark quartile	4	4	4	3		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		75.1
Benchmark quartile	.	.	.	.

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6764093 - Bedwas High School

Number of pupils on roll 640
 Pupils eligible for free school meals (FSM) - 3 year average 22.9
 FSM band 4 (20%<FSM<=30%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	37	23	26	27		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	8.1	13.0	19.2	40.7	30.0	35.5
Achieved the level 2 threshold	27.0	39.1	53.8	77.8	64.5	70.9
Achieved the level 1 threshold	78.4	47.8	80.8	92.6	89.9	92.1
Achieved the core subject indicator (CSI)	8.1	8.7	19.2	40.7	24.9	32.7
Average capped wider points score per pupil	227.2	203.8	254.7	315.6	296.5	311.1
Average capped wider points score plus per pupil	224.5	200.1	252.8	312.4	290.1	305.2
Achieved five or more GCSE grades A*-A	2.7	0.0	0.0	7.4	3.2	4.5
Achieved A*-C in English	10.8	26.1	23.1	48.1	38.5	47.1
Achieved A*-C in mathematics	18.9	13.0	42.3	51.9	39.2	43.6
Achieved A*-C in science	35.1	30.4	57.7	81.5	59.0	71.7
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		50.9

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

6764093 - Bedwas High School

Number of pupils on roll in sixth form

87

Key stage 5

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 17	45	48	46	35		
Average wider points score per pupil	493.4	578.7	642.8	617.3	770.0	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	32	42	44	32		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	100.0	97.6	93.2	96.9	94.3	98.0
Achieved 3 A*-A at A level or equivalent	0.0	0.0	2.3	0.0	2.3	6.6
Achieved 3 A*-C at A level or equivalent	28.1	45.2	29.5	25.0	60.9	70.9

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	173	64 37%	95 55%	12 7%	2 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	51%	4%	1%	
The school deals well with any bullying	173	25 14%	100 58%	41 24%	7 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	173	49 28%	94 54%	27 16%	3 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	9%	2%	
The school teaches me how to keep healthy	171	24 14%	95 56%	41 24%	11 6%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	173	53 31%	96 55%	19 11%	5 3%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	173	44 25%	109 63%	17 10%	3 2%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	6%	1%	
The teachers help me to learn and make progress and they help me when I have problems	172	56 33%	102 59%	13 8%	1 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	173	24 14%	94 54%	38 22%	17 10%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	6%	
I have enough books and equipment, including computers, to do my work	173	65 38%	88 51%	17 10%	3 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	173	13 8%	92 53%	53 31%	15 9%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	173	34 20%	103 60%	27 16%	9 5%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	50%	17%	5%	

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	172		18 10%	93 54%	54 31%	7 4%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	173		52 30%	106 61%	13 8%	2 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	172		44 26%	100 58%	26 15%	2 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	53%	10%	2%	
The staff respect me and my background	171		52 30%	104 61%	10 6%	5 3%	Mae'r staff yn fy mharchu i a'm cefndir.
			38%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds	169		53 31%	101 60%	11 7%	4 2%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	55%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	81		15 19%	42 52%	18 22%	6 7%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	43		11 26%	21 49%	7 16%	4 9%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	60	11 18%	34 57%	9 15%	4 7%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	60	15 25%	32 53%	8 13%	3 5%	2	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	5%	1%		
My child was helped to settle in well when he or she started at the school.	60	17 28%	36 60%	4 7%	2 3%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	60	15 25%	32 53%	10 17%	3 5%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	60	2 3%	26 43%	15 25%	6 10%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	13%	4%		
Teaching is good.	60	8 13%	32 53%	13 22%	2 3%	5	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	60	14 23%	38 63%	4 7%	2 3%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		50%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	60	13 22%	26 43%	13 22%	2 3%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		31%	56%	10%	3%		
Staff treat all children fairly and with respect.	60	11 18%	21 35%	11 18%	7 12%	10	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	60	9 15%	33 55%	7 12%	1 2%	10	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	60	12 20%	34 57%	5 8%	4 7%	5	Mae fy mhentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	60	13 22%	28 47%	8 13%	3 5%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		36%	52%	9%	3%		
I am kept well informed about my child's progress.	60	14 23%	31 52%	11 18%	3 5%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		34%	51%	13%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	59	20 34%	25 42%	7 12%	5 8%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	60	11 18%	30 50%	8 13%	5 8%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	56%	12%	3%		
The school helps my child to become more mature and take on responsibility.	60	12 20%	31 52%	8 13%	3 5%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	60	9 15%	21 35%	13 22%	2 3%	15	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	3%		
There is a good range of activities including trips or visits.	60	11 18%	33 55%	10 17%	3 5%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	60	10 17%	31 52%	7 12%	6 10%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Tony Sparks	Reporting Inspector
Jayne Elizabeth Edwards	Team Inspector
Bethan Whittall	Team Inspector
Huw Collins	Team Inspector
Lowri Jones	Team Inspector
Peter Trevor Lewis	Lay Inspector
Carl David Bale	Peer Inspector
Tom Stancombe	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.