



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

A report on

**Llanwern High School
Hartridge Farm Road
Newport
NP18 2YE**

Date of inspection: January 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

Llanwern High School is an English-medium mixed 11 to 18 school maintained by Newport local authority. It was previously known as Hartridge High School, but was renamed when it moved to a new site in 2012. There are currently 922 pupils on roll, including 148 in the sixth form, compared to 938 pupils, including 233 in the sixth form, at the time of the last inspection.

Around 37% of the pupils are eligible for free school meals. This is well above the national average of 17.1% for secondary schools in Wales. Around 20% of pupils live in the 20% most deprived areas of Wales. Most pupils speak English as their first language and come from a white, British background. A very few pupils are fluent in Welsh.

Around 32% of pupils have a special educational need and the proportion of pupils who have a statement of special educational needs is 3.5%. Both of these figures are higher than the national averages of 25.1% and 2.4% respectively.

The headteacher has been in post since April 2016. The senior leadership team is comprised of a deputy headteacher and four assistant headteachers.

The individual school budget per pupil for Llanwern High School in 2016-2017 means that the budget is £5,179 per pupil. The maximum per pupil in the secondary schools in Newport is £7,917 and the minimum is £4,164. Llanwern High School is second out of the nine secondary schools in Newport in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Performance in the level 2 threshold, including English and mathematics has been above modelled outcomes for the last four years
- At key stage 4, performance in English has consistently been better than that in similar schools
- In the majority of lessons, pupils make sound progress in their acquisition of knowledge and understanding, and in the development of their skills
- The majority of pupils have a positive attitude to their learning
- In the majority of lessons, teachers plan a wide range of activities that engage pupils well
- The school provides a beneficial range of extra-curricular activities

However:

- Overall, pupils make less progress than expected from previous key stages
- Rates of attendance are consistently well below modelled outcomes
- Provision for the development of pupils' literacy and numeracy skills is underdeveloped
- The school does not plan and co-ordinate provision for more able and talented pupils well enough
- In a minority of lessons, teaching is not effective enough to help pupils make sufficient progress
- A minority of pupils do not have a positive attitude to their work and the poor behaviour of a few disrupts learning
- A minority of pupils feel that the school does not deal effectively enough with bullying

Prospects for improvement

The school's prospects for improvement are adequate because:

- The school has recently strengthened its senior leadership team and leaders have communicated a clear vision for school improvement to staff
- Senior leaders have recently introduced a wide range of improvements to increase levels of accountability and strengthen self-evaluation and improvement planning processes
- Middle leaders' understanding of, and effectiveness, in their roles is developing suitably
- Governors have a sound understanding of the school's performance and provide the school with suitable levels of challenge and support

However:

- Recent improvements to line management, self-evaluation and improvement planning processes have not had sufficient impact on improving pupil outcomes or the quality of teaching
- Senior leadership roles are not sufficiently well balanced, and a very few leaders have insufficient time to carry out their roles
- There is too much inconsistency in the level of rigour with which leaders hold staff to account through line management and performance management arrangements
- A minority of leaders do not use self-evaluation processes well enough to identify important areas for improvement

Recommendations

R1 Raise standards and improve pupils' literacy and numeracy skills

R2 Improve behaviour and attendance

R3 Improve the quality of teaching and assessment

R4 Strengthen provision for more able pupils and for the progressive development of all pupils' literacy and numeracy skills

R5 Increase accountability at all levels and strengthen performance management procedures

R6 Improve the accuracy of self-evaluation and planning for improvement

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Over the last three years, pupil performance at key stage 4 has fluctuated. In all indicators, performance improved in 2015 but declined in 2016. In 2016, performance is lower than in 2013 in many indicators. Performance in 2016 places the school in the lower half of similar schools in many indicators, and in the bottom quarter in a majority of them, after having placed it in the upper half in the majority of indicators over the previous three years. Over the last three years, pupils make less progress than expected from previous key stages in many indicators.

Performance in the level 2 threshold, including English and mathematics has been fairly constant and has remained above modelled outcomes over the last four years.

Performance in the capped points score declined in 2016 after improving during the previous two years. Performance in this indicator has consistently been below modelled outcomes over the last four years, and was well below in 2016.

Performance in the level 2 threshold has fluctuated over the last three years and places the school in the lower half of similar schools in 2016. Performance in the level 1 threshold has placed the school in the bottom quarter of similar schools in three of the last four years. The proportion of pupils achieving five A*-A grades at GCSE has been lower than that in similar schools in two of the last three years. Pupils with additional learning needs make suitable progress.

At key stage 3, the proportion of pupils that achieve the core subject indicator has remained steady over the last three years, and has been slightly below modelled outcomes over this period.

In Year 13, the proportion of pupils gaining three A* or A grades at A level improved substantially in 2016 and is well above the average for similar schools. In addition, the proportion of pupils achieving the level 3 threshold and three A*-C grades also increased in 2016. However, both remain below the averages for pupils in similar schools.

At key stage 3, boys perform better than the average for boys in similar schools in the majority of indicators, whilst girls perform better than the average for girls in similar schools in a minority. At key stage 4, boys' performance has fluctuated. Their performance in 2016 is below the average for boys in similar schools in many indicators. In 2016, the performance of girls declined and is below that of girls in similar schools in many indicators.

In 2016, at key stage 3, the performance of pupils eligible for free school meals in the core subject indicator improved. At key stage 4, the performance of these pupils in the level 2 threshold, including English and mathematics improved and is above the national average for this group of pupils. However, the performance of these pupils is below national averages for the same group of pupils in many indicators.

At the end of Year 11, many pupils either continue their education in a school or further education college. Over the last two years, very few pupils left the school without a recognised qualification.

In lessons, the majority of pupils make sound progress in their knowledge, understanding and skills. They demonstrate a sound recall of prior learning and a few pupils apply their understanding to new contexts well. A minority of pupils show enthusiasm for their learning and engage well in tasks. These pupils take great pride in their work and participate successfully in pair and group activities. A few pupils demonstrate strong resilience and independence in their learning.

A minority of pupils, however, make limited progress. They are reluctant to engage in activities, do not maintain concentration well enough and do not complete sufficient work. These pupils do not listen carefully enough to their teachers or their peers, and lack resilience when faced with challenging tasks. Their work is poorly presented and organised.

The majority of pupils produce suitably structured writing for an appropriate range of purposes and audiences. However, a minority of pupils do not structure their writing well enough. They provide written responses that are brief and underdeveloped, and do not use a sufficiently wide vocabulary in their writing. Around half of pupils demonstrate sound technical accuracy in their writing. However, a similar proportion make persistent errors in their spelling, punctuation and grammar.

The majority of pupils demonstrate sound reading skills. These pupils are able to select relevant information to answer questions suitably. A minority of pupils use inference and deduction to analyse texts appropriately. However, a minority of pupils lack appropriate reading strategies.

The majority of pupils make appropriate verbal contributions to discussion activities. A few pupils provide well-developed and articulate verbal responses. However, a minority of pupils are reluctant to contribute to class or group discussions, and have a limited vocabulary and weak grasp of subject terminology.

Around half of pupils have sound number skills. A minority of pupils, when given the opportunity, apply these skills appropriately across the curriculum, for example when analysing data in science. However, around half of pupils have underdeveloped number skills and do not select effective methods for carrying out calculations. In a few lessons, pupils use their ICT skills well, for example when producing musical compositions.

At key stage 4, a minority of pupils gain a level 2 qualification in Welsh. Overall, the majority of pupils demonstrate appropriate skills when speaking or writing in Welsh. However, their confidence in using Welsh outside of Welsh lessons is limited.

Wellbeing: Unsatisfactory

Many pupils feel safe in school. However, a minority feel that the school does not deal effectively enough with bullying.

The majority of pupils are courteous and respectful towards one another, their teachers and other adults. However, a minority of pupils do not demonstrate a positive attitude towards their learning. The behaviour of a few pupils is disruptive and has a negative impact on their learning and that of other pupils. The poor punctuality of a minority of pupils also has a negative impact on learning. The number of fixed-term exclusions is high.

Attendance rates have improved over the last six years. However, they have placed the school in the bottom quarter of similar schools throughout this period and are consistently significantly below modelled outcomes. The attendance rates of pupils eligible for free school meals are substantially below national averages for this group of pupils. Persistent absence increased in 2016, and is consistently well above local and national averages. Low rates of attendance have a notable impact on pupils' progress and the quality of their work.

Many pupils have an appropriate understanding of the importance of healthy eating. There are high participation rates in a wide range of extra-curricular physical activities.

Pupils play an appropriate role in decision-making about their life in school. The school council has a suitable impact on a few aspects of the school's work, for example in refining the rewards policy. The majority of pupils develop their social and life skills appropriately, for example through participation in group activities in lessons. However, a minority are reluctant to engage in these activities and lack independence and resilience in their learning.

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

The school provides a generally suitable curriculum which meets the needs of many pupils. In key stage 4 and the sixth form, pupils can choose from an appropriate range of academic and vocational courses. At key stage 4, the school provides alternative provision for those pupils most at risk of underachievement. However, this has not been successful in securing appropriate outcomes for the majority of these pupils.

Progress in implementing the National Literacy and Numeracy Framework has been too slow. The school does not plan sufficient opportunities across the curriculum for the progressive development of pupils' skills. It provides appropriate interventions for pupils with weaker reading skills, but, overall, support for pupils with weaker literacy and numeracy skills is underdeveloped. The school does not plan well enough to challenge more able pupils. For example, in key stage 3, the 'STEP' skills programme does not meet sufficiently the needs of these pupils. Planning for the development of pupils' ICT skills across the curriculum is underdeveloped. Provision for the Welsh Baccalaureate Qualification makes a suitable contribution to the development of pupils' wider skills at key stage 4.

Provision for Welsh second language is generally appropriate. However, a minority of pupils do not complete their GCSE course. There are limited opportunities across the curriculum to support the development of pupils' understanding of Welsh culture and traditions.

The school offers a wide range of extra-curricular activities which supports pupils' social development appropriately, for example the Duke of Edinburgh award scheme and Combined Cadet Force.

Pupils are given suitable opportunities to consider sustainability and global citizenship issues in the personal and social education programme and through their work in a few subjects. However, overall, the school's provision for this aspect of the curriculum is underdeveloped.

Teaching: Adequate

The majority of teaching is effective. However, overall, the impact of teaching on the standards achieved by pupils is too variable.

In the majority of lessons, teachers establish strong working relationships and well-understood routines with their classes. These teachers plan carefully-structured lessons with clear learning objectives that build well on pupils' prior learning. They use a wide variety of effective approaches and prepare resources that engage pupils successfully. In these lessons, teachers have high expectations and use challenging activities which promote strong pace and progress in learning. They monitor progress carefully and provide pupils with useful verbal feedback. In these lessons, teachers manage pupils' behaviour effectively when necessary. In a minority of cases, teachers use skilful questioning techniques to probe and develop pupils' understanding.

In a minority of lessons, however, teaching is not effective enough. In these lessons, teachers' expectations of what pupils can achieve are too low. They plan undemanding activities that are not matched well enough to pupils' ability and do not provide sufficient opportunities for pupils to develop independence and resilience in their learning. In these lessons, teachers do not use questioning well enough to develop pupils' thinking. They do not manage pupils' behaviour effectively and too readily accept low levels of effort and poor quality work.

Most teachers provide pupils with regular written feedback. In the majority of cases, they set appropriate targets to help pupils improve their work, including suitable guidance on improving their literacy skills. A minority of teachers ensure that pupils respond to feedback, and, in a few instances, pupils improve their work well as a result. However, in a minority of cases, teachers' comments are not clear or precise enough to help pupils make appropriate improvements. In a very few instances, teachers do not monitor the quality of pupils' written work closely enough. Overall, the majority of teachers do not ensure that pupils take sufficient responsibility for improving the quality of their own work.

The school has appropriate systems in place to monitor the progress of the majority of pupils. Leaders use these systems to plan suitable interventions to improve pupils' performance in their examination subjects. Annual reports provide parents with appropriate information regarding their children's progress.

Care, support and guidance: Adequate

The school has appropriate provision for care, support and guidance. It has strengthened suitably its systems to monitor and improve behaviour. However, the school's behaviour policy is not followed consistently enough by a minority of teaching staff. As result, the poor behaviour of a few pupils disrupts the learning of others. In a minority of cases, the school does not deal with incidences of bullying robustly enough. Strategies to improve attendance have been strengthened appropriately, but have not had sufficient impact.

The school provides a wide range of extra-curricular activities that make a useful contribution to pupils' social development. The school has appropriate arrangements to promote healthy eating and drinking. Assemblies and tutorial sessions support pupils' spiritual, moral and cultural development suitably.

The school supports pupils with additional learning needs appropriately. Individual development plans set suitable targets and are reviewed regularly, and targeted interventions help these pupils to make satisfactory progress. Learning support assistants provide useful in-class support for these pupils. However, a minority of teachers do not take sufficient account of pupils' additional learning needs when planning lessons.

Pupils receive helpful guidance and support when they make their choice of courses at key stage 4 and in the sixth form. As a result, many feel well prepared for the next stage of learning or employment.

The school's arrangements for safeguarding pupils meet requirements. However, procedures to deal with bullying are not consistently robust enough.

Learning environment: Adequate

The school is a welcoming environment and is committed to being an inclusive community. All pupils have equal access to all aspects of the school's curricular and extra-curricular provision, and equality and diversity are promoted appropriately. However, the school has not been successful enough in promoting an ethos of high aspiration.

The physical learning environment is a strength of the school. There are high quality facilities for a wide range of curricular and extra-curricular activities and learning areas are well resourced. These facilities are well used by the school and the local community. Wall displays support learning and celebrate pupil achievement suitably. The school site is secure and is maintained effectively.

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

The school has experienced significant change over the last five years, for example the move to a new site, the restructuring of leadership at all levels and the appointment of a new headteacher and deputy headteacher in the last 12 months.

During this period, leaders have been successful in securing consistently strong outcomes for pupils in a few areas, for example in the level 2 threshold, including English and mathematics. However, overall, leaders have not been effective enough in securing improvement in many areas of the school's work, such as the quality of teaching and rates of attendance.

Recent appointments have strengthened the senior team appropriately and helped leaders to communicate the school's strategic vision with suitable clarity. Roles and responsibilities are clearly defined and understood by all staff. However, senior leadership roles are not sufficiently well balanced. As a result, a very few leaders do not have sufficient time to carry out their roles.

The school has recently taken suitable actions to strengthen levels of accountability. Line management meetings generally focus appropriately on key improvement priorities. In the majority of instances, actions arising from these meetings are reviewed and evaluated suitably. Senior leaders use data to set suitable targets. The majority of middle leaders are beginning to use data to plan suitable interventions, particularly at key stage 4.

Overall, however, there is too much variability in the quality and impact of leadership. In a minority of cases, line management processes lack rigour and leaders do not hold staff to account robustly enough. A minority of middle leaders do not analyse data well enough in order to identify important areas for improvement.

The school has taken appropriate actions to strengthen performance management systems. However, many of these changes are very recent and there remains too much variation in how rigorously these processes are carried out. Many performance management objectives are not clear or precise enough and there is too much inconsistency in how objectives are reviewed. This inhibits leaders' capacity to address shortcomings or hold staff fully to account.

Governors provide strong support and commitment to the school. They have a sound understanding of the school's strengths and areas for development and provide a suitable level of challenge to senior leaders.

Improving quality: Unsatisfactory

The school has taken suitable actions to strengthen its self-evaluation and improvement planning processes. However, many of these actions are very recent and these processes have not had sufficient impact on improving pupil outcomes or the quality of teaching.

The school has a suitable cycle of self-evaluation activities which draw on an appropriate range of first-hand evidence. The school's self-evaluation report generally provides a frank and honest appraisal of the school's performance. However, in a minority of instances, it is insufficiently evaluative and it does not identify a few important shortcomings clearly enough.

Senior leaders have taken appropriate steps to strengthen departmental self-evaluation, for example through establishing a common format for subject reports

and supporting middle leaders in their use of performance data. As a result, the majority of middle leaders are beginning to analyse examination performance appropriately. However, overall, a minority of leaders at all levels do not identify areas for improvement clearly or precisely enough. Lesson observations and the scrutiny of pupils' work do not focus well enough on standards or progress, and they do not provide teachers with specific enough advice on how to make improvements. The school's self-evaluation arrangements do not take sufficient account of pupil and parental views.

The school development plan has a suitable overall focus on raising standards. However, many identified actions do not focus sharply enough on the school's key priorities. Many departments' improvement plans link appropriately to the areas for improvement identified in their self-evaluation reports. However, in a minority of cases, they lack measurable success criteria or clear milestones with which to evaluate progress.

The school has made limited progress on many of the recommendations made following the previous inspection in 2010, for example strengthening provision to develop pupils' skills and improving attendance and behaviour.

Partnership working: Adequate

The school has developed an appropriate range of partnerships that contributes suitably to pupil outcomes. For example, the 'Team Around the Cluster' partnership involves a wide range of external agencies and provides appropriate support for the most vulnerable pupils. This is beginning to have a positive impact on the engagement of these pupils.

There are appropriate links with local primary schools. This helps pupils to settle in well when they move from key stage 2 to key stage 3. The school plans appropriately with local primary schools so that the Year 7 curriculum, in many aspects, builds suitably on previous key stages.

Appropriate partnership arrangements with local providers extend the range of courses available at key stage 4 and the sixth form. This includes a suitable range of vocational qualifications. However, quality assurance arrangements for a few of these partnerships are not sufficiently rigorous.

Parents' meetings provide suitable opportunities for parents to discuss their children's progress. However, overall, links with parents are underdeveloped.

Resource management: Adequate

The school manages its resources efficiently. It has suitably qualified teaching staff who are deployed appropriately. The headteacher, business manager and governors have a generally sound oversight of the school's finances and, in most cases, allocate resources suitably to meet the school's development priorities.

Teaching staff have access to a suitable range of development opportunities, including professional networks that focus appropriately on key school and national

improvement priorities. However, performance management processes are not sufficiently robust to enable leaders to ensure that individual objectives are linked closely to the school's improvement priorities.

The school makes appropriate use of its Pupil Deprivation Grant to support disadvantaged pupils. This has had a positive impact on these pupils' outcomes in a few instances, for example in the level 2 threshold, including English and mathematics. However, the school does not evaluate the impact of this spending rigorously enough.

In view of the standards achieved by pupils, the school provides adequate value for money.

Appendix 1

6804021 - Llanwern High School

Number of pupils on roll	897
Pupils eligible for free school meals (FSM) - 3 year average	36.9
FSM band	5 (30%<FSM)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	117	138	139	153		
Achieving the core subject indicator (CSI) (%)	69.2	68.1	69.1	70.6	70.6	85.9
Benchmark quartile	2	3	3	3		
English						
Number of pupils in cohort	117	138	139	153		
Achieving level 5+ (%)	75.2	78.3	79.1	81.0	77.6	89.2
Benchmark Quartile	2	3	3	3		
Achieving level 6+ (%)	18.8	25.4	28.1	34.0	37.3	56.2
Benchmark Quartile	3	4	3	3		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.		92.0
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.		57.2
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	117	138	139	153		
Achieving level 5+ (%)	76.9	81.2	84.2	80.4	81.3	90.1
Benchmark Quartile	2	2	2	4		
Achieving level 6+ (%)	29.9	31.2	24.5	30.7	39.3	62.7
Benchmark Quartile	3	4	4	4		
Science						
Number of pupils in cohort	117	138	139	153		
Achieving level 5+ (%)	80.3	80.4	84.2	81.0	83.2	92.8
Benchmark Quartile	2	4	3	4		
Achieving level 6+ (%)	18.8	10.9	33.8	26.8	35.0	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.

6804021 - Llanwern High School

Number of pupils on roll 897
Pupils eligible for free school meals (FSM) - 3 year average 36.9
FSM band 5 (30%<FSM)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	135	125	116	137		
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	45.2	40.8	45.7	44.5	42.2	60.2
Benchmark quartile	1	2	1	3		
Achieved the level 2 threshold	77.8	73.6	81.9	69.3	77.6	83.6
Benchmark quartile	2	3	2	3		
Achieved the level 1 threshold	83.7	85.6	93.1	85.4	90.8	95.3
Benchmark quartile	4	4	3	4		
Achieved the core subject indicator (CSI)	45.2	40.8	44.8	22.6	36.3	57.5
Benchmark quartile	1	2	1	4		
Average capped wider points score per pupil	295.3	297.2	317.6	288.4	315.4	344.2
Benchmark quartile	3	4	3	4		
Average capped wider points score plus per pupil	291.2	291.8	312.9	287.0	310.1	340.3
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	5.9	4.0	6.9	0.7	5.7	15.8
Benchmark quartile	.	.	.	.
Achieved A*-C in English	65.9	60.8	68.1	60.6	56.0	69.3
Benchmark quartile	1	1	1	2		
Achieved A*-C in mathematics	46.7	46.4	49.1	47.4	49.6	66.9
Benchmark quartile	3	2	2	4		
Achieved A*-C in science	88.9	92.8	95.7	23.4	65.1	82.3
Benchmark quartile	1	1	1	4		
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.

6804021 - Llanwern High School

Number of pupils on roll 897
 Pupils eligible for free school meals (FSM) - 3 year average 36.9
 FSM band 5 (30%<FSM)

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	34	41	38	46		
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	35.3	26.8	28.9	39.1	33.7	35.5
Achieved the level 2 threshold	70.6	61.0	76.3	60.9	70.0	70.9
Achieved the level 1 threshold	79.4	80.5	94.7	76.1	86.1	92.1
Achieved the core subject indicator (CSI)	35.3	26.8	28.9	21.7	28.6	32.7
Average capped wider points score per pupil	268.8	270.7	294.4	258.0	294.6	311.1
Average capped wider points score plus per pupil	264.1	265.3	290.2	256.9	289.2	305.2
Achieved five or more GCSE grades A*-A	0.0	2.4	5.3	0.0	3.8	4.5
Achieved A*-C in English	55.9	48.8	52.6	47.8	45.0	47.1
Achieved A*-C in mathematics	38.2	34.1	34.2	43.5	42.7	43.6
Achieved A*-C in science	85.3	92.7	94.7	21.7	59.7	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.

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Key stage 5

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 17	71	52	67	58		
Average wider points score per pupil	373.0	336.3	494.8	493.8	567.2	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	45	24	44	41		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	93.3	95.8	88.6	95.1	95.5	98.0
Achieved 3 A*-A at A level or equivalent	0.0	0.0	2.3	9.8	3.2	6.6
Achieved 3 A*-C at A level or equivalent	24.4	25.0	40.9	43.9	46.5	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	243	42 17%	162 67%	30 12%	9 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	243	27 11%	95 39%	89 37%	32 13%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	240	71 30%	98 41%	57 24%	14 6%	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	240	33 14%	122 51%	63 26%	22 9%	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	243	74 30%	121 50%	39 16%	9 4%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	243	63 26%	136 56%	33 14%	11 5%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	242	58 24%	136 56%	38 16%	10 4%	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	241	34 14%	93 39%	77 32%	37 15%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	5%	
I have enough books and equipment, including computers, to do my work	243	84 35%	121 50%	31 13%	7 3%	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	243	7 3%	52 21%	113 47%	71 29%	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	243	34 14%	94 39%	66 27%	49 20%	Mae staff yn trin pob disgybl yn deg ac yn

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
		29%	50%	17%	5%	dangos parch atynt.
The school listens to our views and makes changes we suggest	244	27 11%	82 34%	87 36%	48 20%	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	242	57 24%	143 59%	30 12%	12 5%	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	238	58 24%	130 55%	36 15%	14 6%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		35%	54%	9%	2%	
The staff respect me and my background	244	59 24%	130 53%	31 13%	24 10%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds	241	56 23%	142 59%	26 11%	17 7%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	56%	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	109	13 12%	47 43%	27 25%	22 20%	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	45	4 9%	24 53%	9 20%	8 18%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		28%	49%	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.	77	29 38%	40 52%	6 8%	2 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	76	27 36%	41 54%	4 5%	4 5%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	73	32 44%	36 49%	4 5%	1 1%	4	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.	76	29 38%	38 50%	6 8%	3 4%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	62	7 11%	32 52%	14 23%	9 15%	14	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	73	22 30%	45 62%	5 7%	1 1%	2	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	75	35 47%	36 48%	3 4%	1 1%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	72	16 22%	38 53%	13 18%	5 7%	5	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.
		32%	56%	10%	2%		
Staff treat all children fairly and with respect.	66	18 27%	32 48%	11 17%	5 8%	11	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.	68	18 26%	43 63%	6 9%	1 1%	9	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.	73	24 33%	41 56%	7 10%	1 1%	4	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'.	69	20 29%	40 58%	3 4%	6 9%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	9%	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 am kept well informed about my child's progress.	77	16 21%	37 48%	18 23%	6 8%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	12%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	74	27 36%	41 55%	1 1%	5 7%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	69	19 28%	37 54%	8 12%	5 7%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	56%	12%	2%		
The school helps my child to become more mature and take on responsibility.	72	23 32%	39 54%	8 11%	2 3%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	62	19 31%	28 45%	8 13%	7 11%	15	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	65	18 28%	35 54%	8 12%	4 6%	12	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	52%	10%	2%		
The school is well run.	71	24 34%	36 51%	6 8%	5 7%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Steven Pringle	Reporting Inspector
Mamta Arnott	Team Inspector
Farrukh Khan	Team Inspector
Heledd Thomas	Team Inspector
Peter Lewis	Lay Inspector
Brian Whiteley	Peer Inspector
Allison Llewellyn Yarrow	Peer Inspector
Andrea Davies (Deputy Head)	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.