



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

A report on

**Monmouth Comprehensive School
Old Dixton Road
Monmouth
Monmouthshire
NP25 3YT**

Date of inspection: November 2015

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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Publication date: 22/01/2016

Context

Monmouth Comprehensive School is an 11 to 18 mixed community school maintained by Monmouthshire County Council. There are 1,639 pupils on roll with 352 in the sixth form. At the time of the last inspection, there were 1,643 pupils on roll with 359 in the sixth form. Pupils come from the town of Monmouth and the surrounding rural areas of Monmouthshire, Herefordshire and Gloucestershire. Around 26% of pupils live in England.

Around 7.8% of pupils are eligible for free school meals. This is lower than the average of 17.4% for Wales. The percentage of pupils eligible for free school meals has decreased slightly from 8.8% in 2010-2011. No pupils live in the 20% most deprived areas in Wales.

Fifteen per cent of pupils have special educational needs, which is below the national average of 25.4%. Fewer than 2% of pupils have a statement of special educational needs, which is slightly below the national average.

Ninety-seven per cent of pupils are from a white British background. Around 2% of pupils speak Welsh at home. Less than 1% of pupils have a language other than English as their first language.

The headteacher has been in post since 2012. The senior leadership team consists of the headteacher, two deputy headteachers and three assistant headteachers.

The school budget per pupil for Monmouth Comprehensive School in 2015-2016 is £4,105. The maximum per pupil in secondary schools in Monmouthshire is £4,653 and the minimum is £4,105. Monmouth Comprehensive School is fourth out of the four secondary schools in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is judged as adequate because:

- There is an improving trend in standards at key stage 3 and key stage 4 in the past two years
- Pupils make good progress in the majority of lessons
- Pupils achieve high standards in speaking, reading and listening
- Pupils achieve high levels of attendance and behaviour
- In the majority of lessons, teachers prepare a variety of interesting and appropriate tasks to maintain pupils' interest
- The school provides a broad and balanced curriculum to meet the needs of pupils across all key stages
- The school has developed a very inclusive and respectful learning community

However:

- Performance in a few indicators at key stage 4 does not compare well with that of schools in the family or with similar schools based on pupils' eligibility for free school meals
- Boys do not achieve as well as girls in many areas at key stage 3 and key stage 4
- In a minority of lessons, pupils do not make enough progress and do not achieve as well as they should
- In a minority of lessons, pupils rely on their teachers too much and do not develop their ability to work independently
- There is a lack of pace and challenge in a minority of lessons
- The written work and the quality of presentation of a minority of pupils are weak

Prospects for improvement

The school's prospects for improvement are good because:

- The senior leadership team has a clear strategic vision, focused effectively on improving quality and standards
- Senior and middle managers work well together to agree and deliver the school's priorities
- The school has effective performance management systems and has improved accountability at all levels
- The governing body knows the school's strengths and weaknesses well and challenges the school and staff continuously
- The school has effective, systematic self-evaluation processes to identify areas

of underperformance and areas for improvement and has made progress in improving standards in the past two years

- Leaders and managers have worked together well to improve performance in the level 2 threshold significantly
- The school has clear improvement plans and targets based on effective self-evaluation

Recommendations

- R1 Improve standards at key stage 4, particularly the performance of boys and the more able pupils
- R2 Improve the quality and consistency of teaching
- R3 Improve the quality and consistency of departmental self-evaluation reports
- R4 Make sure that the school's strategy for literacy and numeracy is implemented consistently across all subjects.

What happens next?

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.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Over the past four years, there has been a gradual improvement in many performance indicators at key stage 4. In many indicators, pupils make the expected progress from previous key stages. Performance in the level 2 threshold including English and mathematics has fluctuated, but has shown an overall improvement over the past four years. Performance in this indicator has placed the school in the upper 50% of similar schools based on levels of eligibility for free school meals in 2014 and 2015, but in the bottom 50% for the previous two years. Although performance in this indicator is just below modelled outcomes in 2014-2015, it has been below the average for similar schools in the family for three of the past four years. The proportion of pupils gaining five or more grades A*-A at GCSE level has fluctuated, but has remained below the family of similar schools average for the past four years.

Performance in the capped points score has improved steadily over the past four years. Performance in this indicator has placed the school in the upper 50% of similar schools based on levels of eligibility for free school meals for three of the past four years, but has been below the average for the family of schools for the past two years. Performance in the level 2 threshold has increased significantly over the past four years. This performance has placed the school in the upper 50% of similar schools and has been above the average for the family of schools for three of the past four years. In 2014-2015 the performance was the best in the family of similar schools.

At the end of key stage 4, all pupils achieved the level 1 threshold and almost all pupils achieved the level 2 threshold. Almost all pupils continue in full-time education or training at the end of the Year 11.

In the Welsh Baccalaureate Qualification, many pupils achieved the Intermediate Diploma in 2014-2015. At the end of key stage 4, almost all pupils achieve a level 2 qualification in Communication, Application of Number, ICT and Problem Solving.

At key stage 3, the percentage of pupils achieving the core subject indicator has increased year-on-year, but was below the average performance of the family of schools for two of the past four years. The percentage of pupils achieving this indicator has exceeded modelled outcomes for three of the past four years and is near to modelled outcomes in 2014-2015. In 2014-2015, performance has been equal to the family average and has placed the school joint fifth in the family. At key stage 3, boys perform less well than girls in English and in science, and significantly worse in writing. Boys perform better than girls in mathematics. At key stage 4, boys' and girls' achievement is similar in mathematics and science, but boys perform significantly worse than girls in English. The difference in performance between boys and girls in most of the main indicators is less than the difference in the family of schools.

In Year 13, the percentage of pupils achieving A*-A and A*-C grades at A level or equivalent has fluctuated over the past four years and has remained below the average for the family of schools. Overall, the wider points score achieved by pupils has shown a modest increase over three of the past four years, but remains below the average for the family of schools.

At key stage 4, pupils who are eligible for free school meals and those who are not achieve similar outcomes in the level 2 threshold and the level 1 threshold. However, pupils who are eligible for free school meals do not achieve as well as pupils who are not eligible for free school meals in the level 2 threshold including English and mathematics and the core subject indicator. At key stage 3, pupils eligible for free school meals do not achieve as well as pupils not eligible for free school meals in all important indicators.

Pupils with additional learning needs achieve well. In 2014-2015, all these pupils achieved the level 1 threshold and most the level 2 threshold.

In many lessons, pupils make good progress and have effective recall of previous learning. Most pupils behave well in lessons and concentrate on their work. However, a few pupils do not make enough progress in class and rely too much on their teachers for help. As a result, they do not develop independent learning skills. More able and talented pupils do not always make the progress they should in class due to the lack challenge in their work. A very few pupils lose concentration too easily and disrupt their own progress and that of their peers.

Many pupils speak clearly in lessons and answer questions confidently using correct terminology. Most pupils listen well to their teachers and follow instructions carefully. They listen well to their peers when they speak to the class and in paired and group work. Most pupils read well and at a level appropriate to their age and ability, including examination questions, worksheets and textbooks.

A majority of pupils write well and use correct grammar and spelling. However, a minority of middle and lower ability pupils do not present their work neatly enough and make too many errors in their punctuation and grammar. More able pupils develop extended writing skills well and produce extended texts of high quality. However, a minority of pupils, particularly boys, do not develop their writing skills well enough.

Many pupils develop their numeracy skills well and apply them appropriately across the curriculum. Many pupils are confident in using numbers, including decimals, fractions and negative numbers. Many pupils collect and record data from a range of sources and use this data appropriately to draw graphs and charts. A majority of pupils use these graphs successfully to identify patterns and trends in the data and to draw sensible conclusions.

Nearly all pupils study Welsh second language to GCSE level. Almost all pupils entered for the full course achieved A*-C grades and around half entered for the short course achieved A*-C grades last year. Many pupils' reading and writing skills in Welsh are well developed. However, pupils rarely use their Welsh apart from in Welsh lessons.

Wellbeing: Good

Most pupils are respectful and responsible. They are polite and courteous and interact well with each other and with adults. Many pupils are confident and independent learners. Most pupils behave well and display positive attitudes towards school life. However, in a very few lessons, poor behaviour by a minority of pupils disrupts the learning.

Nearly all pupils feel safe in school and most feel that the school deals well with the very few incidences of bullying. Many feel that there is someone in the school who can help them if they experience any difficulties.

High rates of attendance are a strong feature of the school. These have placed the school in the top 25% of similar schools based on levels of eligibility for free school meals for the past two years and have been above the average for the family of schools in 2014-2015. Attendance has been above modelled outcomes for the past four years. Attendance of pupils eligible for free school meals has improved and is well above the average for the family of similar schools in 2014-2015. Persistent absence increased slightly in 2015, but remains low compared to national figures and has reduced considerably over the past four years.

A majority of pupils take part in the wide range of extra-curricular opportunities offered by the school. Most pupils have a strong understanding of how to keep healthy and safe. Almost all pupils take part in physical activities and over 90% of pupils gain a level 2 qualification in physical education by the end of Year 11.

Many pupils make valuable contributions to the life of the school and the local community. For example, pupils volunteer as peer mentors and learning partners to help younger pupils. They organise charity events throughout the year. Older pupils work effectively with pupils from other local schools to help arrange events such as the Monmouth Literary Festival.

Many pupils take on responsibility and contribute effectively towards decision-making in the school. These include active participation in form and year groups, the school council and the eco group. Most pupils feel very involved in the planning for the new school building and their views and ideas have been incorporated well into the plans. The school council is enthusiastic and committed and considers important issues maturely. Its work has led to valuable developments such as the outside 'eating depot'.

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

The school provides a broad and balanced curriculum, which offers a wide range of engaging learning experiences for all pupils. The key stage 3 curriculum builds systematically on existing knowledge, understanding and skills as pupils progress through the school. At key stage 4, and in the sixth form, a comprehensive range of courses provide beneficial experiences for all pupils. These include valuable vocational options.

The school has an appropriate strategy to develop pupils' literacy and numeracy skills and nearly all schemes of work provide suitable opportunities to develop aspects of these skills. However, this strategy is not implemented consistently across all subjects. The school provides effective provision for those pupils requiring additional support to develop their literacy and numeracy skills through well-planned intervention programmes.

There is a wide and varied range of extra-curricular opportunities, including sports, drama and music clubs. These activities give all pupils useful opportunities to enhance their learning experiences outside their formal lessons. The school provides a range of innovative local and international experiences for pupils, including 'Monmouth's Got Talent', expeditions to Bolivia and Morocco and sports tours to Greece and Madrid.

The school is committed to the promotion of the Welsh language and the culture and customs of Wales. The proportion of pupils opting for the full-course qualification in Welsh at GCSE level is increasing. The Welsh dimension features well in many curriculum plans and in school activities such as the annual Eisteddfod, the Clwb Cymraeg and residential visits to Llangrannog.

The engaging integrated curriculum provides worthwhile opportunities to develop pupils' understanding of global citizenship. The dedicated and enthusiastic eco committee has planned and promoted many sustainability projects such as the school's 'reverse recycling' initiative for bottles and cans. It has contributed sensible suggestions on sustainability to the plans for the new school.

Teaching: Adequate

Many teachers prepare their lessons well and lessons have clear aims and objectives. These are shared with pupils at the start of their lessons and checked effectively at the end. Most teachers establish positive working relationships with their pupils based on mutual respect and understanding. In most classes, teachers manage pupils' behaviour positively, making sure that they are interested and able to progress with their work.

Most teachers are enthusiastic about their subjects and are good role models for their pupils. In many lessons, teachers set high expectations and prepare a variety of interesting and appropriate tasks to maintain pupils' interest. Many teachers use a variety of approaches effectively to allow pupils to work individually, in pairs or in groups. These approaches encourage pupils to develop their independent learning and thinking skills. In many lessons, teachers develop pupils' listening, reading and speaking skills well. In many lessons, teachers use learning support staff effectively to help and support pupils with different needs.

In a minority of lessons, teachers do not prepare sufficiently challenging and interesting tasks. As a result, pupils lose interest and a few disrupt the learning of others. A minority of teachers do not allow pupils to work independently enough, give them too much help and guidance and answer their questions too readily. In a minority of lessons, teachers do not set high enough expectations and the pace is too slow. Therefore, pupils do not achieve as much as they should, particularly the more

able and talented pupils. The quality and effectiveness of questioning vary widely. As a result, questioning does not enable all teachers to know if their pupils understand their work or are making enough progress.

Marking is up-to-date in most books. Many teachers provide useful feedback to pupils on how to improve their work and identify spelling and other errors consistently. Many teachers give helpful advice that enables pupils to improve. However, the quality of feedback varies widely within and across subject areas. A minority of teachers do not always ensure that pupils act on their advice, make the suggested corrections and complete unfinished work.

The school has an effective system to gather information about pupil progress. Senior and middle leaders use this information appropriately to track the performance of all groups of pupils and to plan effective intervention strategies.

Parents are well informed about their child's progress. Parents receive comprehensive and useful information three times per year.

Care, support and guidance: Good

The school provides high-quality care, guidance and support for its pupils. It has effective and comprehensive systems for the development of students' health and emotional wellbeing. It promotes healthy eating and drinking well through valuable initiatives, such as the establishment of the school's food council. Due to their involvement in the planning of healthy options in the school canteen, nearly all pupils have their lunch there. The school's innovative strategies, through restorative approaches to support and guide pupils, encourage high standards of behaviour and positive attitudes to learning and relationships.

The well-planned 'Integrated Curriculum' provides an overarching and effective framework for the school to offer pupils advice, guidance and support on an extensive range of personal and social issues. This provision is delivered effectively through secure relationships between pupils and form tutors. The integrated curriculum develops students' moral, spiritual, and social conscience well.

The school works successfully with a range of outside agencies to meet the specific needs of individual pupils. These include mental health services, police liaison officers, drugs support agencies, counselling support and the youth offending service. Learning coaches and counsellors support pupils' wellbeing very effectively. These support strategies contribute positively to the high attendance rate and the low levels of exclusion.

Support for pupils with additional learning needs is strong. The school has effective procedures to identify and meet the specific needs of pupils with a range of additional learning needs. The school's arrangements have a positive impact on the standards achieved by these pupils, especially at the end of key stage 4. All statutory requirements for the annual review process are met. There are valuable daily meetings and weekly reviews of progress, which help staff to provide a high level of care and support. Parents are well informed about their child's progress and are welcomed into the school to discuss any issues or concerns they may have.

Appropriate advice and guidance are given by the school in partnership with Careers Wales, which enables students to make well-informed choices about their future. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is a very inclusive and respectful community where pupils are encouraged to achieve high standards and be tolerant of others. The school motto is "Learning to Lead our Lives". This is evident in the tolerant and polite attitude of almost all pupils. The school promotes the development of pupils' social and emotional capacity very well through initiatives such as the 'Bully Watch Tracking', buddy system and pause for thought sessions. The restorative culture is embedded strongly throughout all of the work of the school. This results in a healthy community with positive relationships built on mutual trust and respect. Pupils and teachers show high levels of consideration and caring for themselves and others.

The school has appropriate procedures in place to monitor the effectiveness of its equality and diversity policies. Most staff treat pupils fairly and with respect. Success assemblies are used effectively to celebrate diversity and achievement. The school buildings and learning areas are generally maintained well. A number of areas, though well maintained and organised, do not meet all the needs of the school community. These include public spaces such as the resource centre, dining hall and curriculum spaces used for drama, technology and music. Nearly all classrooms provide a high quality and stimulating learning environment with student displays that engage and support learning.

The school has an appropriate range of learning resources to meet the needs of pupils and teachers. There is well-developed provision for information technology. The school has adequate numbers of computers and well-resourced information technology suites. The school has an effective policy for allowing pupils to use their own electronic devices to support their learning in school.

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

The headteacher provides effective leadership and works well with his senior leadership team and governors. Together, through detailed consultation with staff and pupils, they have set a clear strategic vision for the school. It is aligned closely to local and national priorities and is focused appropriately on improving standards and meeting pupils' needs.

The headteacher and the senior leadership team have a clear focus on where further progress needs to be made. These priorities appropriately include raising standards and improving the quality of teaching. They have established the systems and staff structures to achieve this. However, they have not yet had the full impact expected. The effective day-to-day administration ensures a very orderly school environment.

The senior leadership team provides an effective presence around the school. Its roles and responsibilities are clear and linked closely to the strategic direction and core purpose of the school. The distribution of responsibilities and time allocations for senior leaders to undertake their roles effectively are appropriate. Well-designed staffing structures at all levels ensure a good balance in terms of responsibilities. Job descriptions are comprehensive and mostly up-to-date. All members of staff have a clear understanding of their roles and responsibilities.

The school's priorities are communicated successfully to all staff. A well-organised system of meetings with appropriate agendas and detailed records lead to effective actions in many departments.

The school has strengthened its management and accountability systems. The effective line management structure provides senior leaders with a clear overview of strengths and areas that require targeted support. Fortnightly meetings held between middle leaders and line managers provide an effective mechanism to monitor and challenge the work of each faculty. However, in a few instances, the level of accountability is not always rigorous enough. As a result, progress has not been consistent enough across all subjects.

Many middle leaders fulfil their roles successfully. Subject leaders work closely with the progress leaders to monitor pupils' progress, identify support needs and implement suitable intervention strategies to support them. Middle leaders have frequent and appropriate opportunities to develop their leadership skills to address their specific needs and school priorities.

The school's performance management process is effective. Teaching and non-teaching staff are involved fully in the process. This contributes successfully to the professional development of all staff. Individual performance targets are linked closely to improving pupil outcomes. In many cases, members of staff have targets that are challenging and measurable. However, in a few instances, targets are not measurable or challenging enough. The school addresses issues of underperformance robustly and provides a wide range of valuable opportunities for support through appropriate professional development.

The governing body is a strength of the school. Governors know the school very well and are committed fully to its life and ethos. The strategic committee structures ensure that governors scrutinise the work of the school closely and they are informed frequently about progress. They evaluate their own contribution through effective self-evaluation. Middle leaders are held to account rigorously for the overall performance of their faculty by governors through faculty review meetings. The governing body fulfils its duty effectively in challenging the school on its performance and supporting staff when appropriate.

Improving quality: Good

Leaders and managers have a detailed and accurate picture of the school's performance. They have developed valuable and systematic self-evaluation processes that are well established across the school. The school self-evaluation toolkit supports senior and middle leaders well to make accurate judgements about

performance. The school's self-evaluation report is a beneficial document based on a wide range of first-hand evidence. The report contains a detailed and accurate analysis of pupil performance.

Many middle leaders analyse performance data effectively to identify strengths and areas for improvement. However, a few departmental self-evaluation reports are too descriptive. They do not include a clear evaluation of the progress pupils make in lessons and the extent to which they develop their skills.

The regular lesson observations, book scrutinies and pupil tracking result in detailed and generally evaluative reports. These identify key strengths and areas for improvement accurately. The school has worked effectively to moderate the judgements of lesson observations. However, a majority of the lesson observation forms are often descriptive and do not always evaluate the impact provision is having on the standards that pupils achieve. The self-evaluation process does not always identify or measure the impact of actions clearly enough. As a result, the school has not improved standards in a few key areas compared to the family of schools.

The school uses the outcomes from the self-evaluation process well to prepare strong strategic development plans and to set appropriate targets for improvement. These include suitable targets to close the gap between the performance of boys and girls, and to improve the performance of pupils eligible for free school meals. Departmental action plans are aligned successfully with whole-school plans. Generally, self-evaluation and improvement planning by middle and senior managers are strong. This has contributed to the recent improvements in many performance indicators.

Effective leadership and management have enabled the school to identify its strengths and weaknesses well. Leaders and managers have developed appropriate plans and targets to bring about improvements. They have successfully improved key areas of performance, including attendance, reducing exclusions and improving standards at key stage 3. However, they have not yet achieved the required improvements in standards at key stage 4 when compared to those of schools in the family or with similar schools based on pupils' eligibility for free school meals.

Partnership working: Good

The school has developed valuable working relationships with a wide range of partners to provide suitable collaborative courses within the curriculum. These links are effective in providing positive learning experiences, improving pupils' wellbeing, outcomes and attendance. These links have contributed to ensuring that all pupils achieve the level 1 threshold and almost all the level 2 threshold at the end of key stage 4. There are effective quality assurance procedures in place to monitor provision and outcomes on these courses.

Collaborative courses with a local college of further education, work-based learning providers and local schools extend the vocational options available to pupils. These courses are tracked and monitored well by the school's learning coaches. This ensures that the courses are a beneficial part of a wider programme of education for suitable learners, and that they result in good outcomes.

The school works well with a wide range of external agencies, such as the youth service. Partnership work on restorative approaches with police forces and 36 other schools has contributed positively to the culture and ethos of the school. This work is impacting well on pupils' attitudes and behaviour.

Links with the community are numerous and well developed, for example with local churches and charities. A wide range of local organisations offer pupils worthwhile experiences for volunteering and experiencing the world of work.

Links with feeder primary schools are managed well and are effective. Staff and managers have worked well with their partner primary schools to improve key areas, such as the wellbeing of pupils when transferring to the secondary school, the support for pupils with additional learning needs, data tracking and curriculum development.

Partnerships with parents are effective. The school consults regularly with parents through the Friends' Association, consultation evenings and questionnaires on issues such as the Literacy and Numeracy Framework and the new school building.

Resource management: Adequate

The school is staffed appropriately to deliver the curriculum. Nearly all areas of the curriculum are taught by subject specialists. All members of staff benefit from effective continuous professional development, which is linked closely to the school's performance management programme. Support staff are deployed well and they provide effective assistance to teaching and learning across the school.

Worthwhile and beneficial professional learning groups have been established and are linked closely to the school and national priorities. These include literacy and numeracy, assessment, bilingualism and additional learning needs. However, they have not impacted consistently enough on improving the quality of teaching and learning in all subjects.

Financial planning is effective. The budget is reviewed thoroughly on a weekly basis and details are presented to the finance committee and full governing body regularly. Faculty capitation and curriculum development funding are managed well and are linked clearly to the school's strategic plan.

The Pupil Deprivation Grant is planned and used well. Outcomes for pupils eligible for free school meals in key stage 4 have improved in many indicators in 2015 in comparison with performance in 2013. The attendance levels of these pupils have also improved over the same period.

On the basis of current performance, the school offers adequate value for money.

Appendix 1

6794060 - Monmouth Comprehensive School

Number of pupils on roll	1638
Pupils eligible for free school meals (FSM) - 3 year average	7.8
FSM band	1 (FSM<=10%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	258	269	242	259		
Achieving the core subject indicator (CSI) (%)	85.3	88.1	89.7	93.4	93.4	83.9
Benchmark quartile	2	2	3	2		
English						
Number of pupils in cohort						
Achieving level 5+ (%)	89.1	92.2	91.7	95.0	96.2	87.9
Benchmark Quartile	3	2	4	2		
Achieving level 6+ (%)	65.5	60.6	62.0	65.3	72.2	52.6
Benchmark Quartile	1	2	3	2		
Welsh first language						
Number of pupils in cohort						
Achieving level 5+ (%)	.	.	.	.	.	90.9
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.	.	56.1
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort						
Achieving level 5+ (%)	91.9	93.7	94.2	94.6	95.2	88.7
Benchmark Quartile	2	1	2	2		
Achieving level 6+ (%)	65.9	66.5	71.5	75.3	78.0	59.5
Benchmark Quartile	1	2	2	2		
Science						
Number of pupils in cohort						
Achieving level 5+ (%)	90.7	95.5	96.3	96.1	97.4	91.8
Benchmark Quartile	3	2	3	4		
Achieving level 6+ (%)	57.8	51.7	61.2	71.8	76.8	58.5
Benchmark Quartile	2	4	4	2		

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.

6794060 - Monmouth Comprehensive School

Number of pupils on roll 1638
Pupils eligible for free school meals (FSM) - 3 year average 7.8
FSM band 1 (FSM<=10%)

Key stage 4

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 15	254	266	261	272		
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	61.8	57.1	70.9	68.4	74.9	57.6
Benchmark quartile	4	4	2	2		
Achieved the level 2 threshold	84.6	83.5	93.5	98.9	92.4	83.4
Benchmark quartile	2	3	2	1		
Achieved the level 1 threshold	97.2	96.6	97.7	100.0	98.6	94.3
Benchmark quartile	3	4	4	1		
Achieved the core subject indicator (CSI)	59.1	54.9	68.6	64.7	72.7	54.3
Benchmark quartile	4	4	2	3		
Average capped wider points score per pupil	361.3	354.8	370.7	370.6	375.3	342.3
Benchmark quartile	2	3	2	2		
Average capped wider points score plus per pupil	356.3	349.7	366.8	366.2	372.4	337.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	26.0	16.9	24.9	17.3	28.9	16.5
Benchmark quartile	.	.	.	.
Achieved A*-C in English	75.6	66.9	79.3	77.9	82.8	68.3
Benchmark quartile	3	4	2	3		
Achieved A*-C in Welsh first language	.	.	.	.	.	75.1
Benchmark quartile	.	.	.	.
Achieved A*-C in mathematics	66.9	68.4	77.8	76.5	81.3	64.2
Benchmark quartile	4	4	2	2		
Achieved A*-C in science	72.4	77.1	85.8	93.8	92.8	83.3
Benchmark quartile	4	3	3	2		

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.

. 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.

** Key stage 4 examinations results for 2015 are provisional.

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.

6794060 - Monmouth Comprehensive School

Number of pupils on roll	1638
Pupils eligible for free school meals (FSM) - 3 year average	7.8
FSM band	1 (FSM<=10%)

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

	School				Family Average (2015**)	Wales Average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 15 eligible for free school meals	14	22	17	23		
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	35.7	27.3	41.2	39.1	41.9	31.3
Achieved the level 2 threshold	42.9	86.4	70.6	95.7	76.1	68.2
Achieved the level 1 threshold	78.6	95.5	88.2	100.0	94.9	89.2
Achieved the core subject indicator (CSI)	28.6	27.3	41.2	34.8	40.2	28.8
Average capped wider points score per pupil	280.6	329.2	324.8	346.4	327.1	302.1
Average capped wider points score plus per pupil	274.9	323.6	319.9	340.6	322.1	295.1
Achieved five or more GCSE grades A*-A	14.3	9.1	11.8	8.7	4.3	4.3
Achieved A*-C in English	42.9	50.0	52.9	52.2	56.4	44.7
Achieved A*-C in Welsh first language	.	.	.	.	.	51.3
Achieved A*-C in mathematics	42.9	50.0	41.2	56.5	53.8	38.9
Achieved A*-C in science	42.9	72.7	58.8	87.0	82.9	73.5

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.

. 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.

** Key stage 4 examinations results for 2015 are provisional.

6794060 - Monmouth Comprehensive School

Number of pupils on roll in sixth form	344
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Key stage 5

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 17	137	141	160	133		
Percentage of 17-year-old pupils who:						
Achieved 3 A*-A at A level or equivalent	13.2	6.1	10.3	7.3	10.7	7.9
Achieved 3 A*-C at A level or equivalent	51.2	44.7	60.7	60.2	79.2	67.5
Achieved the level 3 threshold	97.7	94.7	96.6	95.1	97.6	96.9
Average wider points score per pupil	705.6	740.5	773.0	766.3	985.4	787.2

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.

. 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.

** Key stage 5 examinations results for 2015 are provisional.

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	385	150 39%	218 57%	15 4%	2 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	385	60 16%	234 61%	81 21%	10 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	383	139 36%	186 49%	51 13%	7 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	379	61 16%	210 55%	93 25%	15 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		24%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	384	172 45%	165 43%	36 9%	11 3%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	385	119 31%	245 64%	17 4%	4 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	380	116 31%	233 61%	25 7%	6 2%	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	386	49 13%	194 50%	94 24%	49 13%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	384	116 30%	199 52%	58 15%	11 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	383	34 9%	210 55%	115 30%	24 6%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	384	92 24%	203 53%	70 18%	19 5%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	16%	4%	

		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		383	59 15%	193 50%	102 27%	29 8%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		383	135 35%	230 60%	12 3%	6 2%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			35%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		384	115 30%	217 57%	44 11%	8 2%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background		386	135 35%	201 52%	38 10%	12 3%	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		381	111 29%	226 59%	37 10%	7 2%	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		132	33 25%	68 52%	21 16%	10 8%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			29%	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		109	18 17%	58 53%	22 20%	11 10%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	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.	80	47 59%	26 32%	4 5%	3 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	82	46 56%	30 37%	5 6%	1 1%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	81	55 68%	23 28%	3 4%	0 0%	0	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.	81	34 42%	40 49%	5 6%	2 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	48%	4%	1%		
Pupils behave well in school.	75	15 20%	46 61%	11 15%	3 4%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	78	21 27%	50 64%	4 5%	3 4%	3	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	78	38 49%	32 41%	7 9%	1 1%	4	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		52%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	76	18 24%	41 54%	11 14%	6 8%	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.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	78	27 35%	40 51%	8 10%	3 4%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		36%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	74	21 28%	42 57%	10 14%	1 1%	8	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.	81	38 47%	35 43%	6 7%	2 2%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	66	15 23%	38 58%	7 11%	6 9%	16	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	80	28 35%	41 51%	8 10%	3 4%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		35%	51%	12%	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.	81	43 53%	30 37%	5 6%	3 4%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.	65	14 22%	44 68%	4 6%	3 5%	16	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	79	38 48%	32 41%	8 10%	1 1%	2	Mae'r ysgol yn helpu fy mhentyn 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.	53	16 30%	30 57%	6 11%	1 2%	28	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	10%	2%		
There is a good range of activities including trips or visits.	78	40 51%	35 45%	2 3%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	78	41 53%	29 37%	6 8%	2 3%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

Appendix 3

The inspection team

Huw Collins	Reporting Inspector
Karen Newby-Jones	Team Inspector
Alan Edwards	Team Inspector
Bethan Whittall	Team Inspector
William Gwyn Thomas	Team Inspector
Lowri Jones	Team Inspector
Alison Huckle	Lay Inspector
Mair Herbert	Peer Inspector
Tim Bird	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.