



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Newtown High School
Dolfor Road
Newtown
Powys
SY16 1JE**

Date of inspection: May 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 22/07/2015

Context

Newtown High School is an English-medium, mixed 11-18 comprehensive school situated in Powys. Currently, it has 1,124 pupils on roll including 89 in the sixth form. This is more than at the time of the last inspection, when there were 816, including 109 in the sixth form. This is mainly due to the transfer of pupils from John Beddoes School in Presteigne following its closure in April 2014.

The school serves the towns of Newtown, Presteigne and Knighton, as well as the large rural areas surrounding the three towns. Pupils are drawn from within Montgomeryshire, Radnorshire, and Herefordshire.

Pupils come mainly from 13 partner primary schools. Just over 13% of pupils are eligible for free school meals. This is lower than the national average of 17.5% for secondary schools in Wales. Just over 10% of pupils live in the 20% most deprived areas in Wales.

Around 1.3% of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. Around 37.6% of pupils have a special educational need, which is higher than the national average of 20.1%.

Nearly all pupils are from a White British background. Very few pupils speak Welsh fluently.

The headteacher has been in post since January 2004. The leadership team is made up of the headteacher, two deputy headteachers, three assistant headteachers and the head of sixth form.

The individual school budget per pupil for Newtown School in 2014-2015 is £4,178 per pupil. The maximum per pupil in the secondary schools in Powys is £4,406 and the minimum is £1,895. Newtown High School is fifth out of the 12 secondary schools 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 judged to be adequate because:

- In key stage 4, there is strong performance in indicators that include a wide range of qualifications
- Pupils make good progress in their subject knowledge, understanding and skills in the majority of lessons
- Many pupils are resilient in their learning
- There is effective provision for pupils with additional learning needs
- There is effective partnership working that has increased the range of options in key stage 4 and the sixth form
- There is an inclusive ethos

However:

- In key stage 4, in indicators that include English and mathematics, performance is below the average for similar schools
- Attendance is below the expected level, and persistent absenteeism is too high
- The quality of teaching and assessment varies too much within and across departments
- The provision for developing pupils' numeracy and information and communication technology (ICT) skills is underdeveloped
- Arrangements to prevent and address bullying are not applied consistently or effectively enough

Prospects for improvement

Prospects for improvement are judged as adequate because:

- The headteacher and leaders communicate a clear vision and strategic direction for school improvement consistently to the staff, pupils and the wider community
- The leadership has secured improvements in standards at key stage 4 that include wider qualifications
- The headteacher and senior leaders understand the strengths and areas for improvement in the school
- Clear aims, strategies and policies focus suitably on raising standards and improving the quality of teaching and provision
- Governors understand their roles and provide appropriate challenge to the school

However:

- There is too much variation in the quality of middle leaders so that a majority of them have not been able to secure sufficient consistency and quality in teaching and assessment within their areas of responsibility
- In a few cases, senior leaders do not hold middle leaders to account robustly enough for improving outcomes in standards and wellbeing
- There are inconsistencies in the rigour of self-evaluation and improvement planning by senior and middle leaders

Recommendations

- R1 Improve performance at key stage 4 in the indicators that include English and mathematics
- R2 Improve attendance and reduce fixed term exclusions
- R3 Improve provision for developing pupils' numeracy and ICT skills across the curriculum
- R4 Improve the quality of teaching and assessment
- R5 Review and strengthen the school's arrangements for tackling bullying
- R6 Improve the quality and consistency of middle leadership to ensure that they secure sufficient improvements in standards and wellbeing within their areas of responsibility
- R7 Improve the rigour and effectiveness of self-evaluation and improvement planning

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

At key stage 4, in 2014, the performance in those indicators that include a wider range of qualifications is strong. Significantly more pupils achieve at least five qualifications at GCSE equivalent grades A* to C than in similar schools. However, the proportion of pupils who gain at least five GCSE qualifications or equivalent at grades A*-C including English and mathematics is much lower than the proportion in similar schools and nationally. Pupils make considerable progress from previous key stages in wider qualifications but they do not make enough progress from key stage 3 in qualifications that include English, mathematics and science.

At key stage 3, performance at the expected level is above the average for similar schools in all of the indicators but weaker at the higher levels. Pupils' progress from the previous key stage is better than expected in all key indicators.

In 2014, performance in the sixth form is slightly above the family and national averages for the level 3 threshold and the wider points score.

In 2014, the performance of boys at key stage 4 is better than that of boys in similar schools in half of the indicators. The gap between the performance of boys and girls is less than in similar schools in many indicators. However, in a few indicators this is due to the underperformance of girls.

At key stage 3, the performance of boys is better than that of boys in similar schools in many indicators at the expected level and a majority of indicators at the higher levels. The performance of girls is better than that of girls in similar schools in all indicators at the expected level but below in nearly all at the higher levels. The gap between the performance of boys and girls is less than in similar schools in half of the indicators.

In 2014, at key stage 4, the performance of pupils eligible for free school meals is well above the average for similar schools in the indicators that include a wide range of qualifications, but below in those that include mathematics. At key stage 3, the performance of these pupils is above the average for similar schools in all indicators.

In a majority of lessons, pupils make good or better progress. In these lessons, many demonstrate secure recall of information and are resilient in their learning. A minority have strong independent learning skills and many work well together.

Most pupils listen well and are keen to contribute to class discussions. A majority of pupils share their ideas and opinions clearly. A minority are confident speakers and provide well-developed answers. They use a wide vocabulary, including subject specific terminology, well. Many pupils read confidently for a range of purposes. A particular strength is their ability to scan texts accurately for information. A few more able pupils use inference and deduction effectively to improve their understanding of

a range of texts. Most pupils produce a suitable range of extended writing and understand the purpose of that writing clearly. A minority are not secure in their sense of audience. As a result, they make incorrect language choices and their writing lacks the correct tone. A few more able pupils produce well-crafted, analytical writing and use a sophisticated vocabulary. However, a minority of pupils do not redraft, edit or proof-read their work well enough. This contributes to them making too many basic errors in spelling, punctuation and grammar.

A few pupils use number, calculation and measuring skills confidently in a range of different subjects. However, many do not use and develop their numeracy skills in appropriate situations often enough across the curriculum.

A minority of pupils, mostly middle and lower ability boys, have missing or incomplete work in their books. Generally girls' presentational skills, including handwriting, are better than those of boys.

In 2014, at key stage 3, most pupils achieved the expected level in Welsh second language. However, this performance is below the average for the family of schools and places the school in the lower half of similar schools based on eligibility for free school meals. At key stage 4, the proportion of pupils achieving a level 2 qualification in Welsh second language (short course) is close to that of similar schools. However, the performance of pupils following the full course is well below the average for similar schools.

Wellbeing: Adequate

Most pupils feel safe in school. However, only just over half of pupils feel that the school deals well with bullying. Many pupils understand the importance of a healthy lifestyle and regular exercise. A minority of pupils participate regularly in a wide range of sporting and extra-curricular activities through the 5x60 programme and the Duke of Edinburgh Award scheme.

A few pupils make beneficial contributions to aspects of decision-making. The school council 'Llais Cyfle' has impacted positively on a range of decisions such as improvements to the learning environment, improved wifi access and the design of the logo for the new school badge. Pupils have contributed well to the development of school policies but they have not had enough input to the development of teaching and learning. The school council does not communicate effectively enough with other pupils. As a result, a minority of pupils are unsure about the impact of the school council.

Unverified data for this academic year indicates that attendance rates are improving, in particular, the attendance of pupils eligible for free school meals. However, in 2014, attendance rates are below modelled outcomes and place the school in the bottom quarter of schools according to free school meals

Behaviour is generally good and nearly all pupils are courteous to visitors and staff. However, low level disruption in a few lessons impacts negatively on the learning of other pupils. During the last four years, on either site, there has been one permanent exclusion. However, fixed term exclusions are well above expectation.

Most pupils have well-developed social and life skills. They show care, respect and concern for others. The majority of pupils take responsibility for their own actions and a minority are able to improve their own work competently.

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

The school provides a broad and balanced curriculum at key stage 3 and key stage 4, which meets statutory requirements. At key stage 3, the curriculum provides pupils with suitable opportunities to develop their understanding, knowledge and skills. At key stage 4, there is a wide range of courses, including a number of vocational options, that provides the majority of pupils with valuable experiences. The high take-up of vocational courses has led to nearly all pupils gaining the level 2 threshold. Through effective partnership arrangements with other North Powys schools and with the local college, sixth form pupils are able to access an extensive range of relevant courses. The school offers a wide range of extra-curricular opportunities to the majority of pupils. However, there is a more restricted curricular and extra-curricular offer to pupils who attend the John Beddoes campus.

The school has made sound progress in the planning and implementation of the Literacy and Numeracy Framework in key stage 3. There is beneficial support for pupils with weak literacy skills through well-planned and delivered intervention programmes. However, provision for ICT skills is underdeveloped. Pupils receive valuable opportunities to gain skills qualifications through the Welsh Baccalaureate Qualification and personal and social education programme.

The provision for Welsh second language at key stage 3 and key stage 4 is satisfactory. The school has appropriate arrangements for pupils to study Welsh first language. Since September 2014, the proportion of pupils following full course qualifications in Welsh first and second language has increased significantly. The school holds an annual Eisteddfod for key stage 3 pupils to promote Welsh culture effectively. However, there are few planned opportunities for pupils to develop their Welsh language skills outside of Welsh lessons.

The school provides worthwhile opportunities for pupils to learn about sustainable development and global citizenship through the curriculum and extra-curricular activities. The Eco group has been successful in leading several initiatives, including energy saving and recycling, to raise awareness in the school and wider community.

Teaching: Adequate

Most teachers have very good subject knowledge and develop strong working relationships with pupils. However, the quality of teaching varies too much and does not have enough impact on the standards achieved by pupils.

In the very few lessons where teaching is highly effective, teachers challenge pupils to reach the highest levels of attainment. They use incisive questioning that probes pupils' understanding and develops their thinking skills very well. There is a brisk pace to learning and pupils make exceptional progress.

In the majority of lessons, teachers have suitably high expectations of pupils and provide an appropriate level of challenge. They plan well and use a wide variety of tasks that are matched to pupils' abilities and prior learning. In these lessons, teachers set clear success criteria. They monitor pupil progress well and set them useful targets to consolidate learning. In these lessons, pupils make good progress.

In a minority of lessons, teachers' expectations are not high enough. In these lessons, planned activities and resources do not provide sufficient challenge and support for pupils of all abilities. In addition, the pace of learning is too slow and teachers do not monitor pupils' learning well enough. As a result of these shortcomings, pupils in these lessons do not make enough progress. During the week of inspection, many teachers managed pupil behaviour well. However, only a minority of pupils in the school, and just over half of the parents who responded to the questionnaire, feel that behaviour management within the school is effective.

Marking in most books is up-to-date. However, the quality of marking is too variable within and across faculties. A few teachers provide high quality feedback to pupils and the majority of teachers provide helpful feedback to pupils about how to improve their work. However, there is significant inconsistency in the expectations of teachers. In the majority of cases, teachers do not check that pupils respond to their comments in order to improve their work, or complete missing work. In many cases, pupils are unclear how to improve their work.

The school has an appropriate system to gather information about pupil progress. Many leaders make effective use of the whole school tracking system to monitor pupil progress at individual, school and subject level. These arrangements are beginning to have an impact on raising standards across the curriculum. Senior and middle leaders use this information suitably to track the performance of all groups of pupils and initiate appropriate intervention strategies.

Parents receive useful reports about their child's progress and these now align well with the Literacy and Numeracy Framework. Most parents feel that they are well informed about their child's progress.

Care, support and guidance: Adequate

The school provides effective care and support that has a positive impact on pupils' wellbeing, particularly those with additional learning needs. A particular strength is the wellbeing centre, which provides valuable support to pupils who need advice or support.

The provision for pupils with additional learning needs is effective and this has contributed well to making sure that no pupil leaves the school without a recognised qualification. Targets included in individual educational plans are appropriate and are reviewed regularly. However, a minority of teachers do not make effective use of this information in lessons. The school has strong links with partner primary schools to ensure that pupils' needs are identified early.

The school has a worthwhile personal and social education programme that makes a suitable contribution to developing pupils' spiritual, moral, social and cultural

awareness appropriately. The school has effective arrangements to promote healthy eating and drinking. There are suitable arrangements to support pupils' health and wellbeing in lessons, extra-curricular and pastoral activities.

The school works effectively with a range of specialist services to provide beneficial advice, guidance and support to enable pupils to make well informed choices at key transition points. In addition, the school has established valuable links with support agencies, such as the police and counselling services to provide worthwhile advice to pupils.

The school's policies for safeguarding pupils meet requirements. However, the school's anti bullying policy is not applied consistently or successfully enough.

Learning environment: Good

The school has an inclusive ethos, based firmly on the principles of 'CYFLE' (which means 'opportunity' in Welsh and is an acronym for 'Caring Yields a Flourishing Learning Environment'). The school has appropriate policies and procedures to challenge stereotyping. The school has effective arrangements to ensure that a majority of pupils have equal access to a range of subjects at key stage 4 and extra-curricular activities.

Accommodation and sports facilities, on both campuses, are in good condition and are well maintained. Pupils' work is displayed along the corridors and this contributes well to creating a stimulating learning environment. The 'WAGOLL Walls' ('What a good one looks like') are used well to exemplify high quality work. At both sites, there has been significant investment in information technology to support learning and ensure that staff and pupils across both campuses can communicate with each other.

The outdoor environment on both sites is clean and free from litter.

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

During the last 18 months, leaders, staff and pupils at the school have faced a significant period of change with the closure of John Beddoes School and the transfer of pupils to Newtown High School. Under the strong leadership of the headteacher, leaders and staff share a firm commitment to ensuring that the expansion of Newtown High School across two campuses is a success. During the first year, senior leaders in particular, have responded effectively to the challenges of working across two campuses that are nearly thirty miles apart.

The headteacher has a clear vision for the school based on the principles of 'CYFLE' (Caring Yields a Flourishing Learning Environment). This vision is communicated effectively to staff and pupils. The senior leadership team work well together and have an appropriate understanding of their roles and responsibilities.

The school has a suitable calendar of meetings. Issues discussed during school improvement group meetings link appropriately with agendas for faculty meetings. Most faculty meetings focus well on issues such as the development of schemes of work and the identification of pupils at risk of underachievement. However, only in a minority of these meetings do staff regularly discuss aspects of teaching and assessment or make effective use of information gathered during monitoring activities. A minority of middle leaders have had a beneficial impact on improving the performance of individual teachers within their faculties. However, there is too much variation in the quality of middle leadership. A majority of middle leaders have not had enough impact on improving the quality and consistency of teaching and written feedback in their faculties.

The school has an appropriate policy to manage the performance of teachers. Many objectives focus well on improving pupil outcomes and addressing issues relating to the quality of teaching and assessment. However, there is inconsistency in the quality of a few performance management objectives and their scope is too broad to hold teachers to account. Lesson observations undertaken as part of the performance management cycle focus well on aspects of teaching but there is insufficient focus on the impact of teaching on pupil progress and learning.

There are appropriate arrangements for the headteacher to quality assure the work of senior leaders during their link meetings with faculty leaders. However, there are no written records from senior leadership team meetings. Individual members of the senior leadership team are required to keep their own record of agreed actions. These arrangements limit the headteacher's ability to ensure that all actions are completed in a timely and effective manner.

Overall, leadership has had a strong impact on improving the performance of pupils at the end of key stage 4 in the indicators that include a wide range of qualifications. During a short time, leadership has also impacted positively on strengthening aspects of provision and improving standards at the John Beddoes campus. However, leadership has not had a sustained impact on improving performance in important indicators at the end of key stage 4 and there is too much inconsistency in the quality of teaching and assessment.

Governors are supportive of the school and have a strong commitment to providing inclusive education at Newtown High School. They have a clear understanding of the aspects of pupil performance requiring improvement. Over the last 12 months, governors have revised the role of the link governor to develop a stronger understanding of the strengths and weaknesses of individual faculties. They receive regular and useful updates from senior leaders to enable them to challenge the school appropriately.

The school has responded appropriately to local and national priorities.

Improving quality: Adequate

The school has a regular cycle of self-evaluation activities to review suitable evidence from a wide range of sources. This enables the school to develop a sound picture of its strengths and areas for improvement. Leaders at all levels draw

appropriately on first-hand information through analysing performance data, regular subject area reviews, lesson observations and work scrutiny. Senior and middle leaders make appropriate use of pupil questionnaires as part of area reviews. The school gathers the views of parents through suitable annual surveys.

The school has created useful guides to support leaders when they are evaluating standards and provision. A few subject area reviews and book monitoring reports are thorough and evaluative and focus well on strengths and areas to improve in subject skills, marking and assessment. Reviews, lesson observations and book scrutinies focus mainly on teaching and assessment strategies but do not focus enough on the progress that pupils make in subject knowledge or skills. There is a lack of rigour in the quality of a majority of these evaluations. In many cases, leaders do not synthesise the main messages from a range of evaluation processes to prioritise the main areas in need of improvement. As a result, shortcomings, in assessment in particular are identified frequently in reviews and monitoring reports but are not identified clearly in the self-evaluation reports or improvement plans.

The school's self-evaluation report is detailed and includes a thorough evaluation of performance data in comparison with similar schools. However, it is too descriptive about the quality of provision. Throughout the self-evaluation report judgements are over generous.

Middle leaders produce self-evaluation reports reviewing their areas of responsibility. Many of these evaluate performance data in detail but do not evaluate pupils' skills development or aspects of teaching and assessment well enough.

The findings from self-evaluation are used suitably to set priorities and targets for improvement. The school improvement plan and middle leaders' improvement plans have performance targets for standards and attendance that are generally appropriate and suitably challenging. In a minority of plans, targets do not take enough account of how intended outcomes will compare with those of similar schools and are not sufficiently challenging. Actions in the plans are costed and link well to school aims. However, a minority of these actions are too vague.

The structure of the school improvement plan and subject improvement plans is not helpful as it is based on all the aspects of the self-evaluation reports. As a result, the plans have too many actions, and the main priorities for improvement are not identified clearly enough.

Since the last inspection, Newtown High School has made good progress in sustaining improvement in the proportion of pupils achieving wider qualifications at key stage 4 and improving the accommodation for physical education. While there are opportunities to share best practice in teaching and learning, the school's judgements on the effectiveness of these arrangements are not accurate enough. The school has not made sustained improvement in standards in indicators at key stage 4 that include English and mathematics or in developing pupils' bilingual skills.

Partnership working: Good

The school has developed beneficial working relationships with a wide range of partners. These links are effective in supporting pupils' wellbeing and enhancing their learning experiences.

Well-established partnerships within the North Powys consortium are strong. These links extend successfully the range of courses available to key stage 4 and sixth form pupils. There are effective quality assurance procedures in place to monitor provision and outcomes.

The school works well with a wide range of external agencies. This work has contributed to the improved attendance of vulnerable pupils, and to ensuring that no pupil leaves school without a qualification.

There are valuable links with the community including the Rotary Club, local churches and charities. Local businesses offer pupils worthwhile placements to experience the world of work. Sports clubs develop pupils' skills effectively, particularly those of more talented pupils.

There are appropriate links with parents. They are suitably informed about the school's work and their children's wellbeing and progress.

Resource management: Adequate

The school manages its resources efficiently. The headteacher, business manager and governing body have an accurate understanding of the costs of running the school and budget accordingly. Spending is linked clearly to targets in the school improvement plan and monitored well.

The school is staffed appropriately to deliver the curriculum. Teaching and non-teaching staff are deployed effectively to support pupils' learning. Suitable performance management procedures identify the development needs of all staff. However, whole-school training does not focus well enough on improving aspects of teaching and written feedback.

Staff are involved in a range of working groups that focus appropriately on national and school priorities, for example literacy, numeracy and improving the performance of more vulnerable pupils. While these working groups have led to worthwhile changes in provision, there has been no formal evaluation of their impact on standards.

The school's use of the Pupil Deprivation Grant funding has impacted well upon the performance of pupils eligible for free school meals in those indicators that include a wide range of qualifications. Sixth-form provision is cost effective.

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

Appendix 1

Commentary on performance data

At key stage 3, in 2012 and 2013, performance at Newtown High School at level 5 and above was higher than the average for the family of schools in a minority of indicators. It was above of the average for similar schools according to levels of eligibility for free school meals in many indicators. At level 6 and above, performance was below the family average in all indicators but better than that in similar schools in half of the indicators. Over the same period, performance at John Beddoes school at level 5 and above was above the family average in a few indicators and better than that in similar schools in half. At level 6 and above, performance was below the average for the family of schools and below that in similar schools in many indicators. In 2014, when John Beddoes School closed and pupils transferred to Newtown High School, performance in the core subject indicator improved considerably when compared to the three previous years and was above expectation. It was above the average for the family of schools and placed the school in the top quarter of similar schools according to eligibility for free school meals.

In 2014, performance in English at level 5 and above is above the family average and places the school in the top quarter of similar schools. At level 6 and above performance is below the family average and places the school in the lower half of similar schools. Performance in mathematics at level 5 and above and level 6 and above is above the family average. Performance at level 5 and above places the school in the top quarter of similar schools and in the upper half for level 6 and above. Performance in science at level 5 and above is also above the family average and places the school in the upper half of similar schools. At level 6 and above, performance is below the family average and places the school in the bottom quarter of similar schools for 2014.

Pupils' progress from the previous key stage is above expectation in all indicators and well above in mathematics.

In 2012 and 2013, performance in many key stage 4 indicators at Newtown High School was better than that in similar schools. It was above the family average in a majority of the indicators but not in the indicators that include English and mathematics. At the same time, performance in John Beddoes School was below the average for similar schools, and below the family average, in many indicators.

In 2014, performance in the level 2 threshold including English and mathematics is below expectation. It is well below the family average and places the school in the bottom quarter of similar schools. Performance in the core subject indicator is also well below the family average and places the school in the bottom quarter of similar schools. Performance in the level 2 threshold and in the level 1 threshold is well above the average for the family and places the school in the top quarter of similar schools. Performance in the capped point score is slightly above expectation, above the family average and places the school in the upper half of similar schools.

Performance in English and in mathematics is below the family average. This places the school in the lower half of similar schools for English and in the bottom quarter for mathematics. Performance in science is well above the family average and places the school in the top quarter of similar schools.

In 2014, pupils' progress from the previous key stages is well above expectations in the level 1 and level 2 thresholds. It is also above expectations in the level 2 threshold including English and mathematics and in the core subject indicator when compared to key stage 2 but below expectations when compared with pupils' key stage 3 outcomes.

In 2012 and 2013, pupils in the sixth form at Newtown High School performed above the family and Wales averages in the level 3 threshold and for the capped points score. Pupils at John Beddoes School performed above the family average for the level 3 threshold in 2013 but consistently below in previous years. Performance in the wider capped points score was consistently below the family average. In 2014, pupils' performance in the level 3 threshold and in the wider capped points score is above the family averages.

At key stage 3, in 2012, boys at Newtown High School performed better than the average for boys in the family of schools in the core subject indicator, and in English and mathematics at level 5 and above. Their performance in science was below the family average for boys. In 2013, boys' performance in the core subject indicator and in English at level 5 and above was below the family and average for boys. The gap between the performance of boys and girls was also greater than in the family. In mathematics and science at level 5 and above, boys' performance was below the family average for boys. Girls performed below the family averages in the core subject indicator and in science in 2012 and 2013. Over the same period, they performed below the family average in English and in mathematics. The performance of boys in John Beddoes School was below the family average for boys in all indicators in 2012 and 2013. The performance of girls was below the family averages in all indicators in 2012 but above those averages in all indicators in 2013.

In 2014, boys and girls perform better than boys and girls in the family in nearly all indicators at level 5 and above. At level 6 and above, boys perform better than the average for boys in the family in all core subjects but girls perform below girls in the family and girls nationally in all the indicators.

In 2013, the performance of pupils eligible for free school meals in Newtown High School, was below the family averages for similar pupils in all indicators except mathematics. At key stage 4, their performance was higher than family averages in those indicators including a wider range of qualifications, but below in the indicators including English and mathematics. In the same year at John Beddoes School, pupils eligible for free school meals performed better than the family average for similar pupils in half of the indicators at key stage 3 and key stage 4. In 2014, the performance of pupils eligible for free school meals is well above the average of similar pupils in the family in all indicators at level 5 and above and level 6 and above. At key stage 4, their performance is higher than family averages in those indicators including a wider range of qualifications, but below in the indicators including English and mathematics.

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	283	58 20%	188 66%	31 11%	6 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	282	29 10%	123 44%	97 34%	33 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	282	51 18%	156 55%	61 22%	14 5%	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	281	55 20%	151 54%	64 23%	11 4%	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	283	66 23%	178 63%	33 12%	6 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	283	74 26%	182 64%	21 7%	6 2%	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	281	50 18%	156 56%	62 22%	13 5%	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	281	28 10%	115 41%	84 30%	54 19%	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	281	84 30%	163 58%	29 10%	5 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	282	14 5%	87 31%	103 37%	78 28%	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	280	24 9%	124 44%	86 31%	46 16%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		281	31 11%	156 56%	76 27%	18 6%	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		283	61 22%	185 65%	35 12%	2 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		279	37 13%	176 63%	49 18%	17 6%	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		281	50 18%	176 63%	34 12%	21 7%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds		276	47 17%	188 68%	28 10%	13 5%	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		119	12 10%	63 53%	31 26%	13 11%	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		48	3 6%	26 54%	9 19%	10 21%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	107	27 25%	45 42%	25 23%	9 8%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	107	32 30%	47 44%	18 17%	9 8%	1	Mae fy mhlentyn 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.	107	42 39%	45 42%	12 11%	3 3%	5	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	44%	3%	1%		
My child is making good progress at school.	106	34 32%	44 42%	17 16%	6 6%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	47%	4%	1%		
Pupils behave well in school.	107	9 8%	48 45%	24 22%	17 16%	9	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	107	17 16%	46 43%	29 27%	5 5%	10	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	106	35 33%	48 45%	12 11%	1 1%	10	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		51%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	107	15 14%	45 42%	26 24%	7 7%	14	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	53%	9%	2%		
Staff treat all children fairly and with respect.	106	24 23%	37 35%	20 19%	13 12%	12	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	105	22 21%	55 52%	17 16%	1 1%	10	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	106	36 34%	54 51%	10 9%	4 4%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		42%	51%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	106	27 25%	32 30%	24 23%	6 6%	17	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	45%	7%	2%		

	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.	106	29 27%	47 44%	19 18%	6 6%	5	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	50%	11%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	106	36 34%	39 37%	21 20%	9 8%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	106	29 27%	45 42%	16 15%	4 4%	12	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	107	20 19%	46 43%	21 20%	3 3%	17	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	107	15 14%	31 29%	25 23%	3 3%	33	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	45%	8%	2%		
There is a good range of activities including trips or visits.	107	20 19%	36 34%	27 25%	16 15%	8	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	106	31 29%	37 35%	16 15%	15 14%	7	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

Appendix 3

The inspection team

Tony Sparks	Reporting Inspector
Jackie Gapper	Team Inspector
Catherine Evans	Team Inspector
Eryl Siriol Burford	Team Inspector
Michelle Gosney	Team Inspector
Terry James Davies	Lay Inspector
Karen Holland	Peer Inspector
Greg Dixon	Peer Inspector
Angela Francis	Nominee

Copies of the report

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

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

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 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 a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to 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.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include 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.