

From: [Robert Gairey](#)
To:
Subject: West Monmouth school
Date: 03 September 2021 09:58:00
Attachments: [Monitoring report - West Monmouth Comperehensive.pdf](#)
[image001.png](#)

Dear

Thank you for your email to the Publications inbox. In accordance with our Freedom of information policy, I attach a copy of the 2019 monitoring report for West Monmouth Comprehensive.

Yours sincerely

Robert

Robert Gairey

Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

Estyn

Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate For Education and Training in Wales

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From:
Sent: 02 September 2021 10:55
To: Publications <publications@estyn.gov.uk>
Subject: West Monmouth school

RHYBUDD: Deilliodd yr e-bost hwn o du allan i system E-bost ESTYN. Peidiwch ag ateb, na chlicio ar ddolenni nac agor atodiadau oni bai eich bod yn adnabod cyfeiriad e-bost yr anfonwr ac yn gwybod bod y cynnwys yn ddiogel. WARNING: This email originated from outside ESTYN's email system. Do not reply, click links or open attachments unless you recognise the sender's email address and know the content is safe.

Good Morning,

Do you have the latest Estyn report on this school I can only locate the 2016 report and then additional notice stating that it has improved on your recommendations 2019?

On the Croesyceiliog updated notice it lists where it hasn't made up the recommendations in detail but there are no details on the west Monmouth one, I was trying to get full picture of both theses schools before we have decide this year which one my son will go too?

Thank you

Regards

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

**Report following monitoring
Level of follow-up: Estyn Review**

**West Monmouth Comprehensive School
Blaendare Road
Pontypool
Torfaen
NP4 5YG**

Date of visit: April 2019

by

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

Outcome of visit

West Monmouth School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

Progress since the last inspection

R1. Improve standards in key stage 4

Since the core inspection, the school has deployed a range of suitable strategies to raise the standard of pupils' work and the outcomes that they achieve. This has resulted in an overall improvement in both performance at key stage 4 in 2018 and in the standard of pupils' work in lessons.

In lessons, many pupils make sound progress in developing their knowledge, understanding and skills. They recall their prior learning well and apply it successfully to new contexts. For example, in mathematics, pupils develop their understanding of proportion in order to calculate percentage increases and decreases.

Most pupils demonstrate a generally positive attitude to their learning in lessons. They behave maturely, maintain their focus and concentration well and listen carefully to their teachers and their peers. A few, however, do not always pay sufficient attention to the presentation and organisation of their work and do not always complete tasks satisfactorily.

In class discussion and group work, many pupils participate enthusiastically and effectively. They explain their ideas clearly and demonstrate a sound grasp of subject specific terms. A few pupils are highly articulate and use a wide range of sophisticated vocabulary to express themselves.

Many pupils have sound reading skills. They deploy a suitable range of reading strategies and can locate key information confidently. They analyse both literary and non-fiction texts appropriately. A minority categorise, summarise and synthesise information suitably, such as when they identify the different effects of storm damage in geography.

The technical accuracy of many pupils' writing is secure, although a few make frequent basic errors. Many write at length effectively for a range of purposes and audiences. In design technology, for example, they write thoughtful evaluations of product designs. A few write with great fluency and sophistication, such as when they consider a range of viewpoints when discussing the proposition that religious

belief is old-fashioned. However, there is too much variation in how well pupils use paragraphs to organise their written work.

Many pupils have sound numeracy skills. When given the opportunity, they use these skills appropriately across the curriculum, such as when they analyse data regarding pupils' journeys to school in geography. The majority of pupils construct graphs suitably and a minority use them appropriately to interpret information. However, overall there is too much inconsistency in how carefully pupils construct and interpret the information from graphs.

In 2018, performance in the majority of key stage 4 indicators compares well with that in similar schools. This represents an improvement since the core inspection, when performance in many indicators was below that in similar schools. Performance in English, mathematics and the level 2 threshold, including English and mathematics has shown sound improvement in comparison to similar schools since the core inspection. However, performance in the capped points score and the proportion of pupils achieving 5 A*-A grades at GCSE or equivalent have both declined since 2015.

In the two years following the core inspection, the performance of pupils eligible for free school meals at key stage 4 compared poorly with that of the same group of pupils in similar schools. In 2018, however, the performance of this group of pupils generally improved, especially in the indicators that include English and mathematics. Their performance is now above the average for pupils eligible for free school meals in similar schools in the majority of indicators.

In comparison to the performance of girls in similar schools, girls' performance at key stage 4 has improved over the last three years, although it is not as strong as at the time of the core inspection. The performance of boys declined in 2016 and 2017, but generally improved well last year. In 2018, the performance of both boys and girls is above the average for their counterparts in similar schools in the majority of indicators.

R2. Improve the quality of teaching and assessment

Since the core inspection, the school has deployed a suitable range of strategies to improve the effectiveness of teaching. Following the last monitoring visit, leadership of this aspect of the school's work has been strengthened, and this has had a positive overall impact on the quality of teaching. Leaders have, in particular, developed a valuable focus on the sharing of good practice.

In many instances, teaching is effective in securing sound progress for pupils. In these lessons, teachers have high expectations and establish positive working relationships and clear classroom routines. They plan carefully sequences of activities, supported by engaging resources that challenge pupils and promote

progress well. In these lessons, teachers use questioning appropriately to monitor pupils' understanding and to reinforce prior learning. They provide pupils with a suitable range of tasks to develop their literacy and numeracy skills alongside their subject knowledge and understanding. In a minority of cases, teachers use thoughtful questioning to extend pupils' thinking well.

In a few cases, teaching is not sufficiently effective in securing pupil engagement and progress. In these lessons, teachers' expectations are too low. As a result, they plan tasks that are not challenging enough. They are too tolerant of poor presentation and underdeveloped written work and they do not challenge pupils' lack of focus or engagement robustly enough. In these lessons, teachers do not provide pupils with a sufficient range of appropriate opportunities to develop their literacy and numeracy skills.

Many teachers provide pupils with valuable verbal feedback. They monitor pupils' progress carefully and are swift to address any misconceptions. In the majority of instances, teachers give pupils useful written feedback to help them improve their work. In a minority of cases, teachers' feedback helps pupils to make substantial improvements to their work. However, a minority of teachers do not monitor carefully enough how well pupils respond to their feedback.

R3. Improve the quality of leadership at all levels

Since the core inspection, the school has refined suitably the roles and responsibilities of senior leaders and has taken appropriate steps to strengthen the effectiveness of leadership at all levels. This has contributed to improving outcomes for pupils at key stage 4 and has had a suitable impact on the quality of teaching.

In general, senior leaders support and challenge middle leaders appropriately. Line management arrangements focus suitably on pupil standards, especially on key stage 4 pupils' progress towards their targets. However, in a few instances, there is insufficient rigour in how robustly senior leaders hold middle leaders to account for how effectively they carry out their roles, for example in securing improvements to rates of pupil attendance.

The school has deployed an appropriate range of strategies to develop the effectiveness of middle leaders. In particular, the school has been successful in developing a collaborative approach where many middle leaders share good practice beneficially within and across departments and with other schools. This approach is having a positive impact on the quality of teaching.

Many middle leaders analyse data appropriately to identify areas for improvement. In particular, they use assessment information well to monitor the progress of key stage 4 pupils and plan useful interventions for those who are underperforming. In general,

they provide beneficial support for staff in their departments to improve the quality of their teaching. However, there remains too much inconsistency in how robustly middle leaders hold their teams to account for the impact of their teaching on pupil standards.

The governing body has a secure understanding of the school's strengths and areas for development. They provide the school with valuable support and challenge.

R4. Improve the quality of self-evaluation and improvement planning

Since the core inspection, the school has strengthened suitably its arrangements for self-evaluation and improvement planning. Overall, this has had a positive impact on the quality of teaching and pupil outcomes at key stage 4.

Senior leaders have a sound understanding of the school's strengths and areas for development. They undertake a range of suitable activities to gather first-hand evidence about pupil progress. In particular, they evaluate carefully key stage 4 pupils' performance and use this information to plan beneficial interventions for targeted pupils. Senior leaders identify suitable improvement priorities in light of their self-evaluation findings. However, overall, they do not plan how and when these strategies will be monitored and evaluated precisely enough.

The school has provided suitable support for many middle leaders to develop their self-evaluation and improvement planning. Many use performance data appropriately to evaluate pupil performance. They are beginning to use activities such as scrutiny of pupils' work to identify the aspects of their provision that require improvement- and in many cases this is having a positive impact on the effectiveness of teaching. However, there is still too much variation in how closely middle leaders focus on pupil progress and the impact of teaching in their evaluations. As a result, they identify broadly appropriate improvement priorities but do not always plan precisely enough for the specific aspects of teaching and assessment that require development. This hinders their ability to monitor closely their progress against their improvement targets. In addition, the role of pastoral leaders in self-evaluation and improvement planning remains underdeveloped.