



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

A report on

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

Date of inspection: March 2016

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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Context

West Monmouth School is an English-medium 11 to 16 comprehensive school in Pontypool. Its pupils primarily come from Pontypool, Griffithstown, Penygarn and New Inn. There are 666 pupils on roll. This is significantly fewer than at the time of the last inspection in April 2010 when 1,029 pupils were on roll.

Around 19% of pupils are eligible for free school meals. This is higher than the national average of 17.4% for secondary schools in Wales. Around 19% of pupils live in the 20% most deprived areas in Wales.

Around 24% of pupils have a special educational need, including 1% with a statement of special educational needs. The percentage with a special educational need is lower than the national figure of 25.4%. The proportion with a statement of special educational needs is lower than the national figure of 2.4%.

Most pupils are from a white British background. A very few pupils are from gypsy traveller families. A very few pupils speak English as an additional language. Very few pupils are fluent Welsh speakers.

The leadership team comprises the head, who took up post in December 2015, an acting deputy head, acting assistant head, two additional members of the team and a business manager.

The individual school budget per pupil for West Monmouth School in 2015-2016 is £4,583 per pupil. The maximum per pupil in the secondary schools in Torfaen is £4,653 and the minimum is £3,847. West Monmouth School is third out of the six secondary schools in Torfaen 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 current performance at West Monmouth School is adequate because:

- Performance in nearly all key stage 4 indicators has shown an upward trend
- The majority of pupils demonstrate consistently good literacy and numeracy skills
- Most pupils behave well in lessons and around the school, show respect to each other and to their teachers and are courteous and respectful
- Most pupils have positive attitudes towards their work and contribute well in lessons
- In lessons and over time, the majority of pupils make at least expected progress and a few make better than expected progress
- Attendance levels over the last four years have improved and have placed the school in the upper 50% of similar schools based on eligibility for free school meals for three of the last four years
- The attendance of pupils eligible for free school meals has improved at a faster rate than that of other pupils in the school
- In many lessons, teachers set clear learning objectives, plan beneficial activities to make sure that pupils make progress in their learning, and meet the needs of learners well

However:

- Performance in nearly all key stage 4 indicators places the school in the lower 50% of similar schools based on eligibility for free school meals
- In nearly all indicators, boys and pupils eligible for free school meals consistently perform less well compared to these pupils in the family of similar schools
- The attendance of pupils eligible for free school meals remains below the average for the family and Wales
- In a minority of lessons, the teachers plan activities that keep pupils busy but do not secure appropriate progress

Prospects for improvement

The prospects for improvement are adequate because:

- The headteacher provides firm direction and sets out clear expectations for many areas of the school's work
- The majority of middle leaders are providing effective leadership
- The school development plan is a well-focused document that highlights appropriate key priorities
- The senior leadership has provided useful guidance to middle leaders on how to conduct self-evaluation and improvement planning activities

However:

- In a minority of subject areas, leadership is not contributing effectively to improvement
- Line management arrangements are not sufficiently robust and have not ensured appropriate level of support and challenge in all areas of the school's work
- Senior leadership has not secured sufficient consistency in departmental self-evaluation and improvement planning

Recommendations

R1 Improve standards in key stage 4

R2 Improve the quality of teaching and assessment

R3 Improve the quality of leadership at all levels

R4 Improve the quality 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

Over the past three years there has been an upward trend in performance in key stage 4 but it has remained consistently below that of the average for the family of similar schools.

In 2015, performance in the level 2 threshold including English and mathematics is in line with modelled outcomes. In the three years previously, performance in this indicator was below modelled outcomes. The proportion of pupils achieving at least five A* or A grades in 2015 is better than the average for the family and equal to the average in Wales.

Overall there has been only limited improvement in performance in the level 1 threshold and capped points score. In 2015, performance in both indicators places the school in the bottom 25% of similar schools for a fourth year. The capped point score has been below modelled outcomes for the past four years to 2015.

Despite upward trends, performance in English and mathematics has been below the average for the family of similar schools for the last four years. In 2015, performance in English improved, moving the school from the bottom 25% to the lower 50% of similar schools based on eligibility for free school meals. Mathematics performance places the school in the bottom 25% for a fourth year. Performance in science has been consistently higher than the average for similar schools, placing the school in the upper 50% of similar schools for the last three years.

Over the past three years the performance of pupils eligible for free school meals at key stage 4 has improved, but the gap between their performance and that of other pupils has remained greater than that in the family of similar schools. Overall, pupils eligible for free school meals do less well than this group of pupils in its family of schools and in Wales.

At key stage 4 the difference between the performance of boys and that of girls in the school is greater than the family average. In nearly all indicators, boys consistently perform less well than the averages for boys in the family and in Wales. Girls consistently perform better than the averages for girls in the family and in Wales.

There is a trend of improvement in the performance at the end of key stage 4 of pupils with additional learning needs. In 2015, nearly all performed as expected based on prior attainment.

At the end of Year 11, nearly all pupils remain in education, employment or training. No pupils, over the last four years, have left the school without a recognised qualification.

There has been an overall trend of improvement in outcomes in nearly all indicators at key stage 3. In 2015, performance in the core subject indicator is above modelled outcomes.

Many pupils recall prior knowledge, skills and understanding well and apply these effectively to new situations. In lessons and over time, the majority of pupils make at least expected progress and a few make better than expected progress. Most engage readily in learning activities and many develop their thinking skills well to address issues or solve problems that they encounter.

Many pupils speak clearly using language appropriate to the learning context. A few are very confident and speak fluently and articulately. A minority lack confidence and do not provide extended spoken responses. Nearly all pupils listen attentively to the teacher and each other. Many build well on the contributions of others.

Many pupils read aloud confidently and with appropriate expression. A majority of pupils use a wide range of strategies to locate information. A majority infer successfully from a range of text types. These pupils have a well-developed appreciation of content and style.

The spelling, punctuation and grammar of most pupils are in line with their age and ability. The majority of pupils write well, organising effectively into paragraphs. These pupils use tone and language appropriate to the audience and purpose of the piece of writing. The majority of pupils have a wide vocabulary of general and subject specific terms. The most able write very well. They have a rich vocabulary and sophisticated expression.

The numeracy skills of most pupils are generally sound. Many use whole numbers, percentages and fractions competently. Most are able to solve simple equations and expand brackets successfully. Most pupils use a range of measuring skills appropriately. Many draw graphs accurately and label them correctly. A few pupils make accurate analyses and draw thoughtful conclusions. In a few subjects, for example geography, science and technology, pupils apply their number skills well. However, in mathematics they do not apply their skills in real life situations.

Most pupils are entered for a qualification in Welsh second language in key stage 4. In 2015, many pupils entered for full course achieved a level 2 pass and this is higher than the Wales average. However, only a minority of those entered for the short course achieved a level 2 pass. This is below the Wales average.

Wellbeing: Good

Most pupils feel safe in school and many consider that the school responds well to any incidents of bullying. Many pupils know whom to speak to if they are experiencing difficulties. Most pupils understand the importance of regular exercise and eating a balanced diet. A majority of pupils participate in the wide range of sporting activities available to them at lunchtimes and after school.

Most pupils behave well in lessons and around the school. They show respect to each other and to their teachers, and are courteous and respectful. Most pupils show positive attitudes to their work, contribute well in lessons and make good progress.

Attendance levels over the last four years have improved. For the last three years attendance has been above modelled outcomes. This has placed the school in the upper 50% of similar schools based on eligibility for free school meals. The rate of persistent absence has fallen over the last three years, but remains higher than the averages for the family and Wales. The attendance of pupils eligible for free school meals has improved at a faster rate than that of other pupils in the school. However, the attendance of these pupils remains below the averages for the family and Wales.

Pupils contribute well to decision-making through the school council, as senior prefects, as form representatives and in year councils, in the Gypsy Traveller Forum and on the governing body. Many pupils contribute to the wellbeing of other pupils as bully buddies, literacy and numeracy mentors and reading buddies. Many participate enthusiastically in community events. Most develop well their social and life skills.

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

The school provides a broad and balanced curriculum at key stage 3 and key stage 4 that meets statutory requirements and pupils' needs and interests effectively.

At key stage 3, strong links with primary schools ensure that the curriculum builds systematically on pupils' existing knowledge, understanding and skills. At key stage 4, there is a wide range of courses that provides nearly all pupils with valuable learning experiences. Comprehensive links with other schools, colleges and work-based providers enable pupils to progress to further study, training or employment.

Many pupils benefit from a wide range of extra-curricular activities. These give pupils valuable opportunities to enhance their learning outside the classroom.

The school has effective policies to develop pupils' literacy and numeracy skills and has made suitable progress in planning for the development of these skills across the curriculum. The 'Explore Curriculum' in Year 7 successfully develops pupils' skills. Many subjects provide valuable opportunities for pupils to practise and improve their literacy and numeracy skills. The school identifies effectively pupils with weak literacy and numeracy skills and provides useful support for them.

At key stage 4, nearly all are entered for full or short course Welsh second language GCSE. However, opportunities for pupils to use and develop their Welsh language skills outside lessons are limited. Pupils' understanding of Welsh culture and traditions is developed appropriately in subjects and through extracurricular activities, including an annual eisteddfod.

The school provides beneficial opportunities for pupils to learn about sustainable development and global citizenship through the curriculum as well as through extra-curricular activities. A particularly strong feature is the gardening club, which grows organic food.

Teaching: Adequate

Nearly all teachers have up-to-date subject knowledge and are beneficial language models. They establish valuable working relationships, which are supportive and respectful. A majority of teachers have high expectations of pupils.

In many lessons, teachers set clear learning objectives and aims that are explained well and revisited at appropriate intervals throughout the lesson. They plan activities well to make sure that pupils make progress in their learning. These teachers meet the needs of learners well.

In a very few lessons, teachers use questioning skilfully and challenge pupils to think more deeply. This helps pupils to improve their work and extend their oral and written responses. In these lessons, teachers support the development of skills well by making explicit references to them. For example, if pupils are doing pieces of persuasive writing, they make sure that pupils understand the principles thoroughly and apply them in their writing.

A minority of lessons lack challenge. The teachers plan activities that occupy pupils but do not challenge them to improve. In these lessons, teachers often move to the next stage of learning before making sure that they have sufficient understanding. Their questioning is limited and does not extend pupils' thinking. A few do not make their expectations for the type and quality of response required clear.

In a very few lessons, teachers do not manage behaviour well enough and are either unaware of off task behaviour or unable to impact on it sufficiently. These teachers do not ensure that all pupils finish the tasks set to a suitable standard and make the required progress.

In most lessons, learning support assistants provide beneficial help for pupils with additional learning needs.

Teachers mark books regularly and there is a broadly consistent approach to marking and assessment across the school. Many teachers provide comments in books that are helpful in showing pupils how to improve their work. In many cases, this feedback usefully addresses the development of pupils' skills. However, there is too much variability in the quality of assessment between departments and teachers.

Many teachers ensure that pupils respond to their comments and follow up on them consistently, creating a sense of a conversation through the marking. Many teachers provide useful opportunities for pupils to assess their own and each other's work. In a majority of cases, the teachers provide a very useful structure for pupils to analyse their performance well. However, a minority of the opportunities provided do not require pupils to make more than a superficial assessment of their work.

The school has appropriate systems to gather information about pupils' performance and to track it. Senior and middle leaders make beneficial use of these systems to monitor pupils' progress and to make interventions where there are causes for concern.

Parents receive very full end-of-year reports, which detail their child's progress.

Care, support and guidance: Good

The school provides effective levels of care, support and guidance to enable pupils to access the school's provision and to achieve their potential. It has appropriate policies and arrangements to promote the health and wellbeing of pupils. The beneficial and comprehensive support systems have contributed to reducing exclusions and improvements in pupils' behaviour and attendance.

Healthy and safe living is promoted well through the curriculum, the personal and social education programme and physical education lessons. The school has appropriate strategies for dealing with pupils' behaviour and deals with any occurrences of poor behaviour well.

The school develops pupils' personal, spiritual, moral, cultural and social skills well through the personal education programme, year assemblies, in subjects, registration periods and special events such as the anti-bullying week. Pupils are given ample opportunities to discuss and debate moral and social issues.

Pupils and parents receive helpful advice and guidance at the end of key stage 3 when making subject choices and at the end of key stage 4 when deciding on their future studies or careers.

The school has effective links with support agencies such as the health service, police, counselling, social services and the local authority to provide additional specialist support for vulnerable pupils.

The school has sound arrangements for the identification, support and monitoring of the progress of pupils with additional learning needs. Individual learning plans are tailored well to meet the needs of these pupils. The school keeps parents well informed of their child's progress. The school has an effective programme of interventions that support pupils' literacy, numeracy and emotional development well. As a result, pupils with a wide range of additional learning needs are able to access the school's curriculum and to achieve their personal targets.

Learning support assistants have a very good understanding of pupils' individual learning needs and support them effectively in their lessons. The good working relationship between teachers and learning support assistants ensures that pupils with additional learning needs make suitable progress in their classes.

Safeguarding arrangements meet requirements and do not give cause for concern.

Learning environment: Good

The ethos of inclusivity and nurture is a strength of the school. Staff and pupils recognise and respect the diverse backgrounds of the school community. They work well together to create an environment that encourages positive participation and achievement for every pupil. There is a beneficial emphasis on making sure that all pupils have equal access to the curriculum and the opportunity to be involved in all aspects of school life.

The quality of the school accommodation is variable. Many areas provide a pleasant working environment. A few areas in the older building are less well maintained. Displays in classrooms and corridors display achievements and support learning well. The school library is a popular area of the school and is well resourced and used effectively to develop pupils' learning throughout the school day.

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

Although leadership is contributing well to improvements in many areas of the school's work, it has not had enough impact on improving the quality of teaching and raising standards at key stage 4.

The recently appointed headteacher, supported well by the acting deputy headteacher and acting assistant headteacher, is providing firm direction and setting out clear expectations for many areas of the school's work. In particular, he is strengthening quality assurance arrangements, for example through better use of data. He has also introduced more robust processes to ensure that meetings at all levels focus primarily on strategies to improve teaching and learning.

Senior leaders have identified appropriate strategic priorities that reflect the school's ambition to ensure all pupils 'believe, achieve and succeed'. These focus specifically on national priorities, such as increasing attendance, reducing the impact of deprivation and improving the development of pupils' skills. Whole-school performance targets are realistic and suitably challenging.

However, the current structure of the senior leadership team is not sustainable. In the last two years, the majority of members of this team have operated in an acting capacity. Line management arrangements are not balanced appropriately among members of the leadership team and are not sufficiently robust.

The school operates efficiently on a day-to-day basis. Many middle managers are providing effective leadership in those areas for which they have particular responsibility. However, a minority of subject leaders do not provide suitable direction and support for their teams. In these areas, standards and the quality of provision are not improving quickly enough. The recent implementation of a faculty structure is helping to address inconsistencies in the quality of middle leadership, although it is too early to evaluate the impact of these arrangements.

The school has appropriate performance management arrangements. Staff roles and responsibilities are set out clearly in personal job descriptions. Annual performance reviews help to identify relevant individual objectives that reflect whole-school priorities and personal career aspirations. In a few cases, senior leaders have taken effective action to address areas where there has been underperformance.

The governing body provides suitable oversight of the school's work. Governors are well informed about the school's work, for example through the headteacher's monthly reports and occasional presentations from senior and middle leaders.

Governors have a generally sound understanding of the school's strengths and areas for improvement. They help to determine the school's strategic direction and support the school well. However, they do not challenge leaders robustly about all aspects of the school's performance.

Improving quality: Adequate

Senior leaders at the school have ensured that self-evaluation and development planning are central elements of the school's strategy for improving its performance. Whilst these activities are becoming stronger within the school, they have not brought about sufficient improvement in the main key performance indicators or in the quality of teaching.

The school self-evaluation report is a comprehensive document. Drawing on a suitable range of first-hand evidence, it highlights the school's main strengths and areas for improvement. This evidence usefully includes the analysis of data, information from lesson observations and work scrutiny. Overall, the document is evaluative and makes generally accurate judgements about the school's performance. There are useful summaries of strengths and areas for improvement at the end of each section. The views of pupils and their parents form part of the evidence base for self-evaluation, but this is at an early stage of development.

The school's systems for judging the quality of its teaching have become more secure since September 2015. Information from lesson observations is more consistent and focused. However, the school's appraisal of the quality of teaching is too generous overall and this inhibits its ability to plan for improvements in this crucial area.

Department self-evaluations now follow a broadly common format and senior managers have provided useful advice to middle managers on how to approach them. This is helping to ensure a greater level of consistency. However, there is still too much variability in the quality of the individual plans. In the majority, data is analysed rigorously and the performance of teams is scrutinised in a practical, helpful way. In a few, the analysis of data is superficial and the performance of the department is not evaluated with sufficient rigour. Senior managers have not yet ensured consistency in these reports and this inhibits progress in a few areas within the school.

The school development plan is a useful document. Using suitable approaches emerging from the school's involvement in Schools Challenge Cymru, it highlights ten key development priorities for the school. These priorities are appropriate, focusing on key school and national themes. The actions and timescales suggested in order to bring these improvements about are clear and manageable. A useful project management approach ensures that actions are regularly revisited and scrutinised for progress.

Department development plans mirror the priorities in the school plan well. These documents follow a common format and provide a good framework for improvement. The majority have clear actions and realistically ambitious targets. A few are too rigidly based on the school development plan and do not explore sufficiently the particular issues facing individual departments and teams.

Partnership working: Good

The school has a comprehensive range of effective and well established partnerships with a wide range of partners. These links are particularly successful in supporting pupils' wellbeing.

In partnership with the Torfaen Equal Project, the school provides exceptional support for Gypsy Traveller pupils and their parents. This is having a very positive impact on the attendance and outcomes for pupils from this community. This is a very strong feature of the work of the school.

The school works well with its partner primary schools to prepare pupils effectively for the transition to secondary school. As a result, pupils settle quickly into Year 7. The effective curriculum links, and standardisation and moderation meetings held jointly with primary schools are beginning to have a positive impact on improving pupils' literacy and numeracy skills.

The school works effectively with parents during transition and throughout each key stage. Parents are well informed about their children's progress and wellbeing and supported in helping their children to prepare for key transition points. Multi agency collaboration effectively supports vulnerable learners.

Effective links with a range of providers and local community groups have had a positive impact on raising aspirations, skills development and preparedness for the demands of the world of work. Their effectiveness is evident in improved attendance and reduced exclusions. The school collaborates well with its partners in the local 14-19 network to widen the range of courses available to pupils.

Resource management: Adequate

The school manages its resources carefully. The business manager, together with the headteacher and governing body, manages the school budget rigorously. All spending decisions align well with the school's agreed priorities.

There are sufficient, suitably-qualified staff who are deployed appropriately, making best use of their expertise to deliver the curriculum and support pupils' wellbeing. Members of staff who teach outside their specialist areas receive beneficial support. Staff professional development needs are identified appropriately through individual performance management reviews and address whole-school priorities. A broad range of professional learning experiences is contributing beneficially to improvements in the quality of teaching.

There is an increasing emphasis on providing suitable support for pupils from disadvantaged backgrounds. The school uses the pupil deprivation grant appropriately to provide additional support and enhance provision for these pupils. Although these initiatives are contributing well to improving attendance, they have not had enough impact on raising standards.

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

Appendix 1

6784072 - West Monmouth School

Number of pupils on roll	670
Pupils eligible for free school meals (FSM) - 3 year average	19.1
FSM band	3 (15%<FSM<=20%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	150	139	144	116		
Achieving the core subject indicator (CSI) (%)	72.7	80.6	80.6	86.2	82.5	83.9
Benchmark quartile	2	2	3	2		
English						
Number of pupils in cohort	150	139	144	116		
Achieving level 5+ (%)	78.7	87.8	84.7	88.8	87.6	87.9
Benchmark Quartile	3	1	4	3		
Achieving level 6+ (%)	34.0	36.7	35.4	33.6	45.8	52.6
Benchmark Quartile	3	4	4	4		
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	150	139	144	116		
Achieving level 5+ (%)	82.0	83.5	85.4	88.8	88.1	88.7
Benchmark Quartile	2	3	4	3		
Achieving level 6+ (%)	41.3	46.0	47.2	60.3	57.4	59.5
Benchmark Quartile	4	4	4	2		
Science						
Number of pupils in cohort	150	139	144	116		
Achieving level 5+ (%)	88.7	89.2	93.1	91.4	92.5	91.8
Benchmark Quartile	1	2	2	4		
Achieving level 6+ (%)	51.3	46.8	51.4	51.7	55.2	58.5
Benchmark Quartile	1	2	3	4		

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

. Denotes the data item is not applicable.

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

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

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

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

6784072 - West Monmouth School

Number of pupils on roll 670
Pupils eligible for free school meals (FSM) - 3 year average 19.1
FSM band 3 (15%<FSM<=20%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	193	210	152	144		
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	46.6	49.0	48.0	56.9	58.1	57.9
Benchmark quartile	4	3	4	3		
Achieved the level 2 threshold	71.0	80.0	81.6	82.6	84.4	84.1
Benchmark quartile	3	2	3	4		
Achieved the level 1 threshold	88.6	93.3	95.4	95.8	97.8	94.4
Benchmark quartile	4	4	4	4		
Achieved the core subject indicator (CSI)	44.6	44.3	46.1	56.9	54.8	54.8
Benchmark quartile	4	3	4	3		
Average capped wider points score per pupil	307.4	326.7	328.3	336.1	347.2	343.5
Benchmark quartile	4	4	4	4		
Average capped wider points score plus per pupil	302.7	321.1	322.2	331.0	342.9	338.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	13.0	20.0	13.2	17.4	13.9	16.6
Benchmark quartile	.	.	.	.
Achieved A*-C in English	61.1	65.7	60.5	67.4	71.4	68.6
Benchmark quartile	3	1	4	3		
Achieved A*-C in mathematics	49.7	52.9	57.9	61.8	64.3	64.4
Benchmark quartile	4	4	4	4		
Achieved A*-C in science	87.0	86.2	92.1	95.1	85.7	84.0
Benchmark quartile	1	2	2	2		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		75.2
Benchmark quartile	.	.	.	.

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

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

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

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

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

. Denotes the data item is not applicable.

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

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

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

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

6784072 - West Monmouth School

Number of pupils on roll 670
 Pupils eligible for free school meals (FSM) - 3 year average 19.1
 FSM band 3 (15%<FSM<=20%)

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	33	32	31	22		
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	9.1	15.6	32.3	22.7	38.8	31.6
Achieved the level 2 threshold	33.3	46.9	64.5	40.9	68.2	69.4
Achieved the level 1 threshold	66.7	78.1	90.3	90.9	93.4	89.4
Achieved the core subject indicator (CSI)	9.1	12.5	32.3	27.3	34.7	29.3
Average capped wider points score per pupil	201.8	230.8	282.7	253.1	309.0	303.7
Average capped wider points score plus per pupil	196.5	225.0	275.9	250.8	304.2	296.4
Achieved five or more GCSE grades A*-A	3.0	3.1	9.7	0.0	5.4	4.3
Achieved A*-C in English	21.2	28.1	41.9	31.8	53.7	45.1
Achieved A*-C in mathematics	12.1	18.8	35.5	31.8	45.0	39.2
Achieved A*-C in science	72.7	78.1	83.9	86.4	76.9	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		51.5

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.

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

. Denotes the data item is not applicable.

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

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	168		75 45%	80 48%	9 5%	4 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%	
The school deals well with any bullying	164		43 26%	89 54%	25 15%	7 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	57%	14%	3%	
I have someone to talk to if I am worried	167		61 37%	79 47%	23 14%	4 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	166		35 21%	88 53%	31 19%	12 7%	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	167		74 44%	76 46%	9 5%	8 5%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	167		57 34%	88 53%	18 11%	4 2%	Rwy'n gwneud yn dda yn yr ysgol.
			32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	168		72 43%	81 48%	12 7%	3 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	167		32 19%	83 50%	36 22%	16 10%	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	168		75 45%	64 38%	24 14%	5 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	167		15 9%	63 38%	65 39%	24 14%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	168		45 27%	68 40%	40 24%	15 9%	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		167	27 16%	82 49%	46 28%	12 7%	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		165	59 36%	90 55%	11 7%	5 3%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		167	48 29%	73 44%	34 20%	12 7%	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		166	59 36%	79 48%	19 11%	9 5%	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		166	68 41%	77 46%	16 10%	5 3%	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		100	32 32%	45 45%	16 16%	7 7%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		42	10 24%	22 52%	4 10%	6 14%	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.	67	41 61%	24 36%	1 1%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	66	39 59%	24 36%	2 3%	1 2%	1	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.	67	52 78%	14 21%	1 1%	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.	67	43 64%	22 33%	2 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	64	22 34%	35 55%	6 9%	1 2%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	65	34 52%	28 43%	3 5%	0 0%	1	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	65	46 71%	18 28%	1 2%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	61	25 41%	29 48%	5 8%	2 3%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	59	35 59%	21 36%	2 3%	1 2%	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.	64	36 56%	24 38%	4 6%	0 0%	2	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.	67	44 66%	22 33%	1 1%	0 0%	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'.	62	39 63%	19 31%	3 5%	1 2%	3	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.	66	31 47%	27 41%	7 11%	1 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		34%	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.	66	44 67%	21 32%	0 0%	1 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	60	30 50%	26 43%	4 7%	0 0%	7	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.	65	36 55%	27 42%	2 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	56	29 52%	23 41%	4 7%	0 0%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	65	35 54%	25 38%	5 8%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	64	34 53%	29 45%	1 2%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

Appendix 3

The inspection team

Sue Halliwell	Reporting Inspector
Hugh Davies	Team Inspector
Huw Collins	Team Inspector
John Thomas	Team Inspector
Margaret Davies	Team Inspector
Catherine Jenkins	Lay Inspector
David Huw Jenkins	Peer Inspector
Claire Hughes	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.