

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Lliswerry High School
Nash Road
Newport
NP19 0RP**

School Number: 6804026

Date of Inspection: 16 - 19 April 2007

by

**Julia Helen Cattle Longville
16347**

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Lliswerry High School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Lliswerry High School took place between 16/04/07 and 19/04/07. An independent team of inspectors, led by Julia Helen Cantle Longville, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	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

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Context

The nature of the provider

1. Lliswerry High School is an 11-18 community school, maintained by Newport Unitary Authority (UA). There are 1121 pupils on roll, slightly less than at the time of the last inspection, in March 2001. Of these, 120 are in the sixth form, which is slightly more than at the time of the last inspection.
2. The school is situated in south-east Newport, approximately three miles from the city centre. Most pupils and students come from the surrounding area where there is a significant proportion of social and economic deprivation. Areas of the catchment are part of the 'Communities First' programme. Pupils transfer to the school from four primary schools. Twenty-five percent of pupils are entitled to free school meals, compared to 16.6% nationally. Most pupils have English as their first language. There are no pupils in the school who speak Welsh as a first language. Twelve percent of pupils come from minority ethnic heritages, mainly Pakistani and Bangladeshi.
3. Although the school's intake includes the full range of ability, there are more pupils of lower ability and fewer higher and middle ability pupils. Forty-two pupils have a statement of special educational need (SEN) and a further 125 pupils have been identified as needing some support.
4. A temporary senior management structure has operated since September 2006. The headteacher was appointed in September 1995. The Senior Management Team (SMT) is made up of the headteacher, two acting deputy headteachers, one acting assistant headteacher and three heads of school. The headteacher was in post at the time of the last inspection. Some members of the leadership team are relatively new to their positions in the team. Plans are in place to establish a new SMT from September 2007.

The school's priorities and targets

5. The school seeks to provide a safe and stable environment in which all pupils have an equal opportunity to achieve their full potential in all aspects of school life. The school's mission statement is 'Learning for Life'.
6. The school aims to develop pupils' moral and social values and prepare them for adult life in a multi-cultural society. Working in partnership with pupils, parents, staff and governors, the school has established a comprehensive set of aims to promote pupils' academic, personal and social development. These aims are to:
 - provide a full range of curricular and extra-curricular experiences;
 - provide care, support and guidance for all members of the school;
 - make teaching and learning stimulating, relevant and challenging;
 - promote and develop high standards in all areas;
 - foster an interest and pride in the school and wider community;
 - provide equality of opportunity for all members of the school;
 - encourage parents to take an active role in their children's education; and
 - recognise the importance of life-long learning.

7. The School Development Plan (SDP) for 2006-2007 identifies eleven key priorities for development. These are:
- Key Stage (KS) 2 – KS3 transition and progression;
 - KS3 improvement;
 - raising achievement in all key stages;
 - development of key skills;
 - improving the quality and impact of assessment;
 - post-16 education;
 - curriculum development;
 - equalities and “Learning for All;”
 - improving pupils’ attendance;
 - pupil behaviour, welfare and inclusion; and
 - improving the effectiveness of leadership and management.

Numerical targets

8. Numerical targets have been established as a result of analysis of data and discussions with the school’s managers, governors and the UA.

		2007
KS3	Core subject indicator (CSI)	54%
	Difference in CSI boys and girls	+ 8%
	English level 5+	64%
	Mathematics level 5+	66%
	Science level 5+	66%
KS4	CSI	24%
	Difference in CSI boys and girls	+ 4%
	5+ A* - C grades at General Certificate of Secondary Education (GCSE)	37%
	5+ A* - G grades at GCSE	86%
	Pupils leaving with no qualification	6%
Sixth form	2+ A-C grades	45%
	2+ A- E grades	94%
Attendance	Y 7	94%
	Y8	92%
	Y9	90%
	Y10	90%
	Y11	88%
	Overall Y7-11	90%
	Overall unauthorised attendance	1.0%

Summary

9. Lliswerry High School is a good school that has made significant improvement since the last inspection. Its particular strengths are the:
- very good leadership of the headteacher;
 - progress that most pupils and students make in most subjects as they move through the school;
 - very positive relationships between staff and pupils;
 - effective partnerships with numerous outside agencies that provide very good support for the work of the school; and
 - extent to which the school works as part of the whole community.
10. In the seven key questions, the following grades were awarded.

Key Question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

11. These grades match the school's self-evaluation report in key questions 1, 3, 4, 5, 6 and 7. It is one grade lower in key question 2.

Standards

12. The inspection team inspected the standards that pupils achieved in six subjects of the curriculum. The following table shows the grades awarded at KS3, KS4 and in the sixth form.

Grades for standards in subjects inspected

Subject	KS3	KS4	Sixth form
English	3	2	2
Science	4	3	3
Modern foreign languages	2	2	2
History	2	2	3
Music	2	2	2
Health and Social Care	-	2	-
Child Development	-	1	-

13. The following table shows the grades awarded for standards achieved by pupils at each key stage, in the 74 lessons observed in the six subjects inspected.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	6%	66%	22%	3%	3%
KS4	10%	52%	35%	3%	0%
KS3 + KS4	8%	59%	28%	3%	2%
Sixth form	39%	46%	15%	0%	0%
Whole school	14%	57%	26%	3%	1%

Key stage 3 and key stage 4

14. Most pupils, whatever their social, ethnic or linguistic backgrounds, are successful in achieving their agreed learning goals. The achievement of pupils from different ethnic heritages is in line with or slightly above that of the rest of the school population. Pupils with additional learning needs achieve good standards in relation to their abilities.
15. Overall, at both key stages, there has been a trend of continuing improvement over time in most subjects. The school considers carefully the needs of individual pupils and, as a result, most leave school with qualifications. This, together with the average points score, are outstanding features.
16. With few exceptions, recent results in examinations and assessments by teachers at the end of key stages are better than local and national averages. They compare very favourably with schools with a similar percentage of pupils entitled to receive free school meals.
17. At KS3, performance in English and mathematics has improved over the past three years and, in 2006, was above the average for similar schools. Performance in science has been consistently just below the average for similar schools.
18. At KS4, there has been significant improvement in performance over recent years across the full range of grades. However, the percentage of pupils gaining higher grades is lower than local and national averages.
19. At both key stages, pupils achieve good standards in key skills. Standards in each key skill have improved significantly since the last inspection.
20. With few exceptions, pupils of all abilities make good progress in their learning. This is evident in the attainment of pupils as they move through the school. In most subjects, pupils make good progress, learning new skills that enhance their performance. Most are prepared well to move on to the next stage in their learning. A few pupils, particularly those of middle ability, underachieve. This is because they do not attend school regularly enough and have a poor attitude to learning.
21. Most pupils develop good personal, social and learning skills. These pupils are motivated, work hard in lessons and achieve well. They participate willingly in additional activities that improve their learning. A significant minority of pupils has difficulty working independently and relies too heavily on the teacher for support.
22. The behaviour of most pupils in lessons and around the school is good. Most pupils show respect for one another, their teachers and visitors to the school.

However, in a small proportion of lessons, the inappropriate behaviour of a few pupils disrupts their own learning and that of others in the class.

23. Permanent and temporary exclusions are few and are similar in number to those recorded at the time of the last inspection.
24. Despite the efforts of staff and previous steady improvement, there has been a dip in levels of attendance in the last two years. Parents, some of whom take holiday in term time, often condone this absence. Attendance at just under 90% is below the Welsh Assembly Government (WAG) target of 93%.
25. This inclusive school actively values and promotes its multi-cultural dimension. High levels of understanding and respect are evident and different cultures are celebrated regularly in the school and the community. This is a strong feature of the school.
26. The focus on preparing pupils for the workplace and further and higher education starts in Y9. This, together with numerous community-based projects, prepares pupils well to make informed choices about their future.

The quality of education and training

27. In most of the six subjects inspected, teaching has good features and no important shortcomings. Good features outweigh shortcomings in the teaching of English at KS3 and in the teaching of science at KS4. There are some important shortcomings in the teaching of science at KS3.
28. Relationships in most lessons are good. There is a high level of respect between teachers and pupils that secures a good atmosphere for teaching and learning. Teachers have good subject knowledge and many use this well to explain ideas clearly to pupils and to present their subjects in lively and stimulating ways.
29. In around two thirds of lessons there are no important shortcomings in teaching. In these lessons, tasks are challenging and appropriate to the needs of individual pupils. There are some shortcomings in teaching in around one third of lessons.
30. Pupils' progress is reviewed systemically throughout the school year. There is, however, some inconsistency in the use of assessment across subjects and it is not always used effectively to plan for improvement. In a significant minority of subjects, marking lacks rigour and pupils are unclear about what they need to do to improve.
31. Reports provide helpful information to parents and guardians on their child's personal and academic progress. Sometimes, however, the comments are too general and do not provide clear information about how a pupil can improve in the subject.
32. The school's curriculum meets the needs and aspirations of most pupils and gives them the opportunity to achieve accreditation. It provides good progression between years and key stages.
33. A wide range of extra-curricular activities enriches the formal curriculum and enhances their learning in a variety of ways.
34. The curriculum in all key stages meets statutory requirements and satisfies the regulations of examining bodies.

35. The school effectively promotes pupils' spiritual, moral, social and cultural development. This is achieved in the school and through very good links with its community.
36. Careers and work-related education are well-established features of the curriculum. Positive partnerships with Careers Wales, Coleg Gwent and Higher Education institutions ensure that pupils are well-informed about future pathways and opportunities. The school places strong emphasis on entrepreneurial activities in all key stages.
37. The school's arrangements for banding pupils according to ability result in some over-large class groups in the upper bands.
38. The school is a caring and inclusive community, which provides effective support and guidance for its pupils.
39. A particularly good feature is the school's very successful transition programme that provides continuity and progression in pupils' learning from KS2 to KS3 and pastoral care and support of high quality.
40. Procedures for child protection are thorough and are understood by all staff.
41. The school has established positive links with parents and carers.
42. The school has a very effective school council. Staff listen carefully to the suggestions made by the council and implement their proposals effectively.
43. Pupils with SEN make good progress. Overall, provision is good and SEN issues have a high profile within the school. Pupils with statements of SEN receive their legal entitlement as outlined in their statements. Statements are well maintained and are reviewed annually with parents and appropriate professional specialists.
44. There is very good provision for more able and talented pupils. A wide-ranging research programme has resulted in subject-specific as well as generic strategies being devised to maximise these pupils' potential.
45. The school has an inclusive ethos and recognises the diverse nature of pupils' backgrounds. It actively promotes good race relations. The school gained the Equalities, Diversity and Achievement Award. This recognises the school's very good equalities' practice, commitment to maintaining high standards in this area and the fact that all aspects of equality are embedded in the day-to-day life of the school.

Leadership and management

46. The school is very well led by the headteacher, who provides clear vision and educational direction. He is highly respected by staff in the school and UA. The headteacher leads by example, promoting high standards for all. He has high expectations of everyone in the school. With the support of the senior management team, he has developed a culture of continuing improvement. With few exceptions, this has resulted in a significant improvement in standards.
47. The recently established, temporary, senior leadership team is open and approachable. They provide good support to staff and pupils and work together well as a team. However, individual roles within the team are not clearly defined or delegated well enough. Although there are plans in place, not all senior managers focus enough on issues to do with standards, teaching and learning.

48. The school makes very good use of a wide range of data to set challenging targets for improvement. These are based on prior attainment and specific knowledge of the pupils. Targets are linked well to whole-school priorities. These targets are regularly reviewed at all levels.
49. The school strongly reflects the WAG commitment to life-long learning through its focus on key skills, transition between primary and secondary school and its willingness to be pro-active in developing provision for 14-19 year olds.
50. Most departments are characterised by a strong ethos that reflects the high expectations evident in the school. However, the quality of middle management varies across departments. In science, distributed leadership across the three aspects of the subject has not been successful in raising standards.
51. There are good systems in place to monitor the work of departments and teams. Senior managers are linked to specific teams and subject departments to oversee the quality of their work. Despite the fact that structures of line management are clear, there is inconsistency in the degree of rigour with which the senior management team assures quality and reviews the work of individual subject departments and year teams.
52. Governors contribute effectively to the school's development. They provide good support and are informed well about the school's performance. Their expertise is used well to help set strategic direction and development. A strength of the school is the way in which senior managers, the chair of governors and UA link advisers work together to set and agree targets for improvement.
53. Governors fulfil all of their legal responsibilities and duties well.
54. Planning for improvement is a strong feature of the school. There is a well-established and continuous cycle of evaluation, review and planning for improvement. This is used very effectively to identify whole-school targets for improvement.
55. Self-evaluation is an important and successful part of the management of the school. Staff are well informed about performance in their areas of responsibility. They use a range of methods to monitor and evaluate their work. The quality of self-evaluation at departmental level is good. Most departments work effectively as teams to evaluate their progress.
56. Although pupils' views are collected via the school council they and groups outside the school have little opportunity to contribute to the self-evaluation process. The school recognises that this is an area it needs to develop.
57. Good use is made of data to move the school forward. Challenging targets are set. Analysis of pupils' examination results is thorough and helps the school to evaluate the standards achieved by pupils and the quality of teaching and assessment in individual subjects.
58. The school has sufficient, qualified, specialist teachers with a good range of expertise and experience for it to run efficiently. All staff work together enthusiastically and effectively and support pupils well. However, in a small minority of classes, periods of staff absence impact negatively on progression in pupils' learning.

59. Support staff help to ensure that the school is run efficiently. The site manager, assistant caretaker and cleaning staff contribute well to the daily routines of the school and its maintenance.
60. The quality and quantity of learning resources within the school are good in most subjects. The recent considerable investment in Information Communication Technology (ICT) facilities and resources has enriched pupils' learning experiences.
61. The accommodation is good. Improvements have been made to the buildings and grounds since the last inspection.
62. Continuing professional development of all staff is very good. The school has been awarded 'Investor in People' status for the fourth time.
63. The financial management of the school is good, because financial decisions are well focused on the school's curricular and educational priorities.
64. Overall, the school provides good value for money in terms of the:
 - significant improvement in pupils' attainment over time and the positive impact of the wider curriculum on disaffected pupils;
 - strong pastoral care and guidance provided;
 - effective way in which resources are regularly reviewed to match the school's priorities for development; and
 - very good progress made by the school since its last inspection.
65. The inspection team identified a health and safety issue in science which was discussed with the headteacher.

Sixth form

Standards

66. In most of the small number of lessons observed during the inspection, there were good features and no important shortcomings in the standards students achieved. There are outstanding features in just over a third of all lessons observed.
67. The sixth form is open to students of all abilities. This is reflected in students' overall attainment. In 2006, in General Certificate of Education (GCE) Advanced (A) level examinations, 35% of students achieved two or more A-C grades. This percentage is below local and national figures. The average points score and the percentage of students achieving two or more A-E grades was closer to, but still slightly below, local and national figures.
68. Students achieve good standards in the key skills of communication, application of number and Information Technology (IT). Many use these skills well to enhance their work.
69. Students gain in maturity during their time in the sixth form and make a valuable contribution to the school community. They develop a wide range of personal and social skills. They use their skills well in a variety of additional activities, for example when working with younger children in the school and when organising specific and successful events.

The quality of education and training

70. Teachers have a good knowledge of their subjects. They plan and structure their lessons thoroughly and establish effective working relationships with students that promote their learning. In a minority of lessons there is a lack of pace and challenge, and students do not have enough opportunity to work independently.
71. Assessment is usually used well to promote students' learning. In most subjects teachers mark students' work accurately and provide them with written and oral feedback of good quality that indicates strengths and areas for improvement. In a few instances, written feedback does not provide enough detail to enable students to improve their work.
72. Annual reports to parents and guardians are good and provide detailed comments relating to students' personal qualities and academic progress.
73. Links with Coleg Gwent are particularly strong. These links add greater breadth and flexibility to the curriculum by enabling students to follow a combination of school and college courses. This enriches the curricular experience for students.
74. Although there are plans in place, there is currently a lack of opportunity for students to take a combination of academic courses and those with a more vocational focus.
75. Careers advisers and local colleges support students well. Students who wish to apply to university have the benefit of a UCAS evening for themselves and their parents organised by the school.

Leadership and management

76. The good features of leadership and management in KS3 and KS4 are also evident in the sixth form. Overall, the leadership and management of the sixth form are very good. This is because of the teamwork that exists between members of staff who work with students and the close monitoring of students' academic progress.
77. Facilities for sixth-form students are limited. They have insufficient access to ICT facilities.

Progress since the last inspection

78. Progress has been made in addressing the key issues for action identified in the last inspection. Notable improvements include the:
 - achievement of boys;
 - results at GCSE in mathematics and science;
 - overall attainment of students in the sixth form which generally reflects their ability on entry;
 - entry of all pupils for GCSE courses which has raised expectations and improved results in examinations;
 - standards in ICT and numeracy across the school;
 - attendance of pupils and students; and
 - strategies for teachers to manage pupils' behaviour.

Recommendations

In order to continue to improve, the school should:

- R1 Continue to raise standards in English in KS3 and science in all key stages.
- R2 Continue to improve the attainment of students in the sixth form.
- R3 Address the shortcomings in teaching and assessment in order to improve consistency across the whole school.
- R4 Define more clearly the roles and responsibilities of the senior management team so that there is a greater focus on standards, teaching and learning.
- R5 Ensure greater consistency and rigour in the quality of the line management of subject departments and year teams.
- R6 Continue to implement strategies to improve the attendance of pupils and students.

Aspects of all these recommendations are addressed in the current SDP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving this report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

79. This grade matches the grade awarded by the school in its own evaluation.

Key stage 3 and key stage 4

80. Most pupils, whatever their social, ethnic or linguistic backgrounds, are successful in achieving their agreed learning goals. Achievement of pupils from different ethnic heritages is in line with or slightly above the rest of the school population. Pupils with additional learning needs achieve good standards in relation to their abilities.

81. The following table shows the grades awarded for standards achieved by pupils at each key stage, in the 61 lessons observed in the six subjects inspected.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	6%	66%	22%	3%	3%
KS4	10%	52%	35%	3%	0%
KS3 + KS4	8%	59%	28%	3%	2%

82. Overall, in more than two-thirds of lessons, pupils achieve standards that have good features and no important shortcomings. In most other lessons good features outweigh shortcomings. In a small but significant minority of lessons, in science and English in Y9 there are some good features but shortcomings in

important areas. In one lesson in science there were many important shortcomings.

83. These grades surpass by two percentage points the WAG target for 2007, for standards to be awarded grades one or two in 65% of lessons. They are however, three percentage points below the other target, for standards to be awarded grades one, two or three in 98% of lessons.
84. The grades awarded are higher at KS3 than at KS4. Overall, across both key stages, these grades are slightly higher than in all inspections in Wales 2005-2006, in which 61% of lessons were graded one or two. The number of lessons awarded grade one is two percentage points lower than the all-Wales figure.
85. At KS3, the percentage of pupils achieving National Curriculum (NC) level five or better in English and mathematics has improved over the past three years and, in 2006, was above the average for similar schools. In science, attainment has been just below average each year. The percentage of pupils achieving NC level five in all three subjects combined was above average in 2006 but below in the previous two years.
86. At KS4, there has been significant improvement in performance over recent years. In 2006, 92% of pupils gained at least five or more grades A*-G at GCSE, compared to 86% nationally. This placed the school in the top quartile, compared to schools with a similar intake.
87. Careful consideration has been given to the needs of individual pupils. As a result, most pupils have left school with qualifications. This, together with the average points score, is also an outstanding aspect of the GCSE results and also placed the school in the top quartile, compared with schools with a similar intake.
88. In comparison with attainment on entry, pupils at KS4 make significant progress. Many achieve beyond what is expected. However, despite improvement over time, success in the percentage of pupils gaining five or more grades A*-C at GCSE is lower than local and national averages. In 2006, 40% of pupils reached this level, compared to 54% nationally, and 34% at the time of the last inspection. These results are only slightly below the average when compared to similar schools.
89. At KS4, pupils' performance in the three core subjects combined, at GCSE, is below the average nationally and in similar schools. Standards achieved in classes observed in English and mathematics suggest that performance is improving. Although performance in science has improved since the last inspection, it is consistently lower than in the other two core subjects.
90. At both key stages, there has been a trend of continuing improvement over time in most subjects.
91. Overall, girls usually achieve better standards than boys. However, the difference between their performances has fluctuated over time. In 2006, more girls achieved higher grades in GCSE examinations than boys.
92. At both key stages, pupils achieve good standards in key skills. Standards in each key skill have improved since the last inspection. Most pupils speak confidently about their work and often provide extended answers that

demonstrate well-refined knowledge and understanding. Most pupils listen attentively to their teachers and other pupils and are fully engaged with their learning. Reading skills are good overall. Pupils show high levels of confidence when reading aloud in class. Most pupils present their work neatly using correct spelling, punctuation and grammar.

93. Standards in numeracy are also good and pupils use number confidently and appropriately in a range of subjects.
94. Most pupils use their IT skills effectively to research and extend their knowledge of a range of topics and present the outcome to others in the class. Pupils achieve better standards when they are enabled to work together to solve problems in small groups and support each other's learning.
95. Where there are shortcomings in key skills, pupils do not:
 - extend or redraft their work;
 - work productively together to solve problems;
 - use their IT skills to enhance their learning; and
 - work independently to research aspects of their work.
96. Pupils' bilingual competence in English and Welsh has good features, which outweigh shortcomings.
97. Most pupils develop good personal, social and learning skills. These pupils are motivated, work hard in lessons and achieve well. They participate willingly in additional activities that improve their learning. A significant minority of pupils has difficulty working independently and relies too heavily on the teacher for support.
98. With few exceptions, pupils of all abilities make good progress in their learning. This is evident in the attainment of pupils as they move through the school. A few pupils, particularly those of middle ability, underachieve. This is because they do not attend school regularly enough and have a poor attitude to learning.
99. In most subjects, pupils know how well they are doing and what they need to do to improve. In these subjects, pupils make good progress, learning new skills that enhance their performance. In the best examples, levels and grades are used consistently to encourage pupils to improve and achieve their potential. Most are prepared well to move on to the next stage in their learning.
100. Overall, attendance has improved year on year. However, despite the efforts of staff, there has been a dip in levels of attendance in the last two years. The low level attendance of some middle ability pupils, particularly in KS4, interrupts learning and progress. Parents, some of whom take holiday in term time, often condone this absence. Attendance at just under 90% is below the WAG target of 93%, but compares well with similar schools.
101. The behaviour of most pupils in lessons and around the school is good. Most pupils show respect for one another, their teachers and visitors to the school. However, in a small proportion of lessons, the inappropriate behaviour of a few pupils disrupts their own learning and that of others in the class.

102. The school works hard to keep pupils in school. Permanent and temporary exclusions are few and are similar in number to those recorded at the time of the last inspection.
103. Most pupils make good progress in their spiritual, moral, social and cultural development. Most assemblies and registrations at the start of the school day are of good quality and contribute effectively to pupils' development in these areas. Pupils develop a very good understanding of right and wrong and most have high levels of respect for their teachers and each other.
104. The school is inclusive and actively values and promotes its multi-cultural dimension. High levels of understanding and respect are evident and different cultures are celebrated regularly in the school and the community. This is a strong feature of the school.
105. The focus on preparing pupils for the workplace and further and higher education starts in Y9. This, together with numerous community-based projects, prepares pupils well to make informed choices about their future.

Sixth form

106. The following table shows the grades awarded for standards of achievement in the 13 lessons observed in the six subjects inspected.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	46%	15%	0%	0%

107. Although the sample is small, these figures indicate that there are good features and no important shortcomings in the standards students achieve in over two-thirds of lessons. Good features outweigh shortcomings in the remaining lessons.
108. The sixth form is open to students of all abilities. This is reflected in students' overall attainment. In 2006, in results in GCE A level examinations, 35% of students achieved two or more A-C grades, which is below local and national figures. The average points score and the percentage of students achieving two or more A-E grades was closer to, but still slightly below, local and national figures.
109. Value-added analysis of the most recent A level results indicates that the most able and lower ability students achieve standards that are comparable with their level of ability. Middle ability students achieve less well.
110. Students achieve good standards in the key skills of communication, numeracy and IT. Many use these skills well to enhance their work. There are very few opportunities for students to develop their bilingual skills.
111. Most students are well motivated and respond positively and with enthusiasm in all aspects of their work. As a result, they are prepared well for future learning beyond the school. They are good role models for other learners.
112. Students gain in maturity during their time in the sixth form and make a valuable contribution to the school community. They develop a wide range of personal and social skills. They use their skills well in a variety of additional activities, for example when working with younger children in the school and when organising specific and successful events.

113. Students are well supported by their teachers. Their academic performance is monitored carefully. They have a good understanding about how well they are doing and what they need to do to improve.

A growing number of Y11 pupils continue their education either in the sixth form or in the neighbouring. Students benefit from the close collaboration between the school and the college. Just over sixty percent of students go on to further or higher education and of these more than 50% of these progress to university.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 3: Good features outweigh shortcomings

115. The grade is one grade lower than the grade awarded by the school in its own evaluation. This is because the inspection team identified shortcomings in teaching in around one third of lessons in KS3 and KS4, with some significant shortcomings particularly in science.

Key stage 3 and key stage 4

116. In the six subjects inspected, the grades awarded for teaching were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	59%	30%	3%	1%

117. Overall grades for the quality of teaching in all lessons observed were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
12%	55%	29%	3%	1%

118. Overall, teaching has good features and no important shortcomings in 67% of lessons. This percentage is slightly lower than the comparative figure of 69% for secondary schools inspected in Wales in 2005-2006. The proportion of lessons where teaching is grade 1 is lower than that of other schools (12% compared to 17%) and there is also a slightly greater proportion of lessons awarded grade 3 (29% compared to 26%).

119. In most of the six subjects inspected, teaching has good features and no important shortcomings. Good features outweigh shortcomings in the teaching of English at KS3 and in the teaching of science at KS4. There are some important shortcomings in the teaching of science at KS3.

120. Relationships in most lessons are good. There is a high level of respect between teachers and pupils that secures a good atmosphere for teaching and learning. Teachers have good subject knowledge and many use this well to explain ideas clearly to pupils and to present their subjects in lively and stimulating ways to them.

121. Most lessons are well planned and progress at an appropriate pace. The objectives are usually communicated well to pupils at the start of the lesson and, in many instances, are revisited to consolidate pupils' learning.

122. In around two-thirds of lessons, where there are no important shortcomings, teaching:
- involves good use of questions to consolidate and develop pupils' understanding of their work;
 - ensures that tasks given to pupils are challenging and appropriate to their needs;
 - makes effective use of a good range of resources including ICT to capture pupils' interest; and
 - is well-structured to provide a variety of tasks to maintain pupils' attention.
123. There are shortcomings in teaching in around one-third of lessons. In some lessons the disruptive behaviour of a small number of pupils, mainly boys, impacts adversely on the learning of others.
124. Typically in lessons where there are some significant shortcomings teaching does not:
- ensure that pupils understand what is expected of them;
 - secure the active engagement of pupils; and
 - provide enough variety and challenge in the tasks set to accommodate pupils' needs.
125. Overall, teaching treats all pupils equally and provides good support and encouragement to promote learning. In a small number of lessons, girls are rather passive in answering questions, owing to the dominance of some boys.
126. The school celebrates well pupils' wide-ranging linguistic and cultural skills. Teachers often use these effectively to enhance learning. However, outside Welsh lessons, there are very few examples where teaching enables pupils to develop their skills in the Welsh language and their awareness of the culture of Wales.
127. Pupils' progress in each year group is reviewed systemically throughout the school year. Teachers assess pupils' work at KS3 using NC levels and, at KS4, using GCSE grades. They also provide grades in relation to the pupils' efforts. A database is used well to collate and analyse this information each term and to identify those who are underachieving.
128. In several subjects, pupils are involved purposefully in evaluating their learning through both self-assessment and peer-assessment. In the best instances this impacts very well on their progress.
129. There is, however, some inconsistency in the use of assessment across subjects and it is not always used effectively to plan for improvement. In a significant minority of subjects, marking lacks rigour and pupils are unclear about what they need to do to improve. Although teachers usually provide written feedback, the comments sometimes lack clarity in terms of what needs to be done to improve in the subject. Occasionally, pupils' work is not marked in sufficient depth and errors are not always identified explicitly to them.

130. Statutory requirements in relation to assessing and reporting on NC subjects are met at KS3. Teachers also meet the regulations of examining boards for subjects at KS4.
131. Parents and guardians are kept well informed about their child's progress in each term, through two interim reports and a full report for each year group. Where appropriate, the reports are supplemented using letters to encourage those who are achieving well or to raise concerns about the progress for those who are not.
132. The full reports provide helpful information to parents and guardians on their child's personal and academic progress. Comments from subject teachers identify strengths and also indicate aspects for further development. Sometimes, however, the comments are too general and do not provide clear information relating to how a pupil can improve in the subject.

Sixth form

133. Overall grades for the quality of teaching in the 17 lessons observed across the curriculum were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	65%	23%	0%	0%

134. In the small number of lessons observed, teaching has good features and no important shortcomings in over three-quarters of lessons.
135. Teachers have a good knowledge of their subjects. They plan and structure their lessons thoroughly and establish effective working relationships with students, that promote their learning.
136. In many lessons, teachers:
- capture students' interests in the subject through well-informed explanation;
 - use questions skilfully to consolidate students' knowledge and to probe and extend their understanding;
 - ensure that lessons progress at a good pace;
 - provide good information to assist students in their preparation for examinations; and
 - provide activities that encourage students to work with others and also independently.
137. In a small minority of lessons, teachers spend too much time explaining work to the whole class and there is little purposeful interactive dialogue with students. There is a lack of pace and challenge and students are not provided with sufficient opportunity to work independently.
138. Assessment is usually used well to promote students' learning. In most subjects, teachers mark students' work accurately and provide them with written and oral feedback of good quality that indicates strengths and areas for improvement. Most students have a good awareness of how well they are doing and what they need to do to improve.
139. Students are involved purposefully in evaluating their learning through both self-assessment and peer-assessment in several subjects and this is very

beneficial to their progress. This practice, however, is inconsistent across the school and students are not involved actively in evaluating their progress in all subjects.

- 140. In a few instances, although oral feedback to students is good, written feedback does not provide sufficient detail as to how a student can improve the work.
- 141. Annual reports to parents and guardians provide detailed comments relating to students' personal qualities and academic progress. The comments focus well on how a student is doing in each subject and also usually identify clear targets for improvement in the subject.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

- 142. This grade matches the grade awarded by the school in its own evaluation.
- 143. The school's curriculum generally meets the needs and aspirations of most pupils and gives them the opportunity to achieve accreditation. Overall, it is broad and balanced and includes a wide range of out-of-school hours' activities.
- 144. In KS3, more able pupils study successfully a second modern foreign language in Y8 and Y9.
- 145. The KS4 curriculum provides continuity and progression from KS3. In KS4 the open-choice option system provides flexibility and generally meets pupils' preferences. There are opportunities for pupils to be entered early for English and mathematics at GCSE.
- 146. A small group of pupils follows an alternative programme in Y11, remaining in school for two days, studying core subjects and attending Coleg Gwent for three days, following a vocational and skill-based course. The pupils clearly benefit from the greater flexibility and variety, which the programme offers.
- 147. Links with Coleg Gwent are particularly strong. These links add breadth and flexibility to the curriculum by enabling students to follow a combination of school and college courses. This is a positive feature and enriches the curricular experience for students.
- 148. The school acknowledges that it is at a relatively early stage in developing breadth and flexibility in the KS4 curriculum. Also, there is currently a lack of opportunity for students in the sixth form to take a combination of traditionally academic courses and courses with a vocational focus. It has plans to address both issues in the near future.
- 149. A particularly good feature is the school's very successful transition programme, providing continuity and progression from KS2 to KS3. The school promotes extremely positive relationships with its partner primary schools. There is strong continuity and progression in pastoral care and curriculum content. In addition, through the work of the head of Y7, the school has developed strategies for teaching in KS3, which are firmly rooted in the best practice observed in partner primary schools.

150. The school develops pupils' basic and key skills in a comprehensively planned way. Pupils gain accreditation in IT skills in Y9 and there is a well-planned key skills' programme in Y12, which will be extended to Y13 in the next academic year. The school has been awarded the Basic Skills Quality Mark.
151. The school effectively promotes pupils' spiritual, moral, social and cultural development. There is a well-planned programme for personal social and health education (PSHE), which is regularly reviewed and updated. Form tutors currently teach the programme in an extended tutorial period. Although there are examples of very good practice, overall, personal, social and health education PSHE lessons are of variable quality.
152. A wide range of extra-curricular activities, including music and drama, sport and visits, enriches the formal curriculum,. There is a range of lunchtime and after-school clubs, including a homework club. Pupils clearly appreciate the range of activities on offer which include the Llamau Project, links with the Prince's Trust and Weston Spirit for KS4 pupils.
153. The school has very good links with its community and pupils respond very positively to fund-raising projects and activities. Since January 2007, the school has been working pro-actively on a project to promote health, fitness and active lifestyles in the school and community.
154. Links with initial teacher training institutions are very good and the school values the contribution which trainee teachers make to its thinking and its work. The headteacher and the senior professional tutor serve on committees and interview panels in the partner institutions.
155. The curriculum in all key stages meets statutory requirements and satisfies the regulations of examining bodies.
156. The school provides work-related education through the PSHE programme in KS3 and the sixth form and through both PSHE and discrete lessons in KS4. The provision is particularly good because:
- there are very close links with Careers Wales;
 - pupils in Y11 undertake a week of work experience, which further enhances the work-related curriculum; and
 - positive partnerships with Careers Wales, Coleg Gwent and Higher Education institutions ensure that pupils are well informed about future career pathways.
157. *Y Cwricwlwm Cymreig* is in evidence in the work of many departments and is also promoted through extra-curricular activities such as visits to Urdd camps and the school's annual Eisteddfod.
158. Pupils follow a full-course GCSE in Welsh in KS4 and most pupils are positive in attitude. The extent to which the school succeeds in developing the bilingual competence of pupils is more limited.
159. There is clear commitment to the achievement of high standards. Leaders at all levels monitor carefully the achievement of pupils by gender, ethnicity and ability. Pupils with disabilities are fully integrated with their peers.

160. Pupils' understanding of sustainable development and global citizenship is promoted through the curriculum of subject departments, the PSHE programme, assemblies and various projects. There is some evidence of the school's development as a sustainable community but it is at a fairly early stage in this area.
161. The school places strong emphasis on entrepreneurial activities in all key stages. These include:
- designated enterprise days and enterprise weeks;
 - the Dynamo project and business challenges;
 - regular involvement in Young Enterprise projects which lead to accreditation; and
 - successful participation in the South-East Wales Stock Market Challenge, where Y10 pupils and students in the sixth form were placed first and second in their respective competitions.
162. In the appropriate key stages, pupils make very good use of progress files. The school has built up some links with employers but is seeking to develop more in order to enhance the curriculum.
163. The school strongly reflects the WAG's commitment to life-long learning through its focus on key skills, transition between primary and secondary school and its willingness to be pro-active in developing provision for 14-19 year olds.
164. The school's arrangements for banding pupils according to ability result in some over-large class groups in the upper bands. Pupils in lower-ability bands do not have access to the widest possible curricular choice and experience. They do not have the option to follow more than one modern foreign language.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

165. This grade matches the grade awarded by the school in its own evaluation.
166. The school is a caring and inclusive community, which provides effective support and guidance for its pupils. Particular strengths include:
- very good relationships between staff and pupils;
 - very effective working partnerships with the education welfare service, social services and other outside agencies to provide support of high quality;
 - effective deployment of Learning Development Officers (LDOs) to support pupils across all year groups; and
 - trained learning coaches who have recently introduced various pilot projects to support selected groups of pupils.
167. Form tutors have an active role in mentoring pupils in their class. In these sessions, they monitor and track individual pupils' attitudes, behaviour, effort, attendance, punctuality and performance. Heads of year also monitor pupils on a weekly basis.

168. Effective additional support is provided as part of the learning development initiative. Learning Development Officers have successfully established a number of initiatives to support pupils and students. These include:
- drop-in sessions at break time and lunch time;
 - one-to-one mentoring sessions; and
 - home visits.
169. All learners have access to a comprehensive PSHE programme which reflects well the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) Framework for PSE. It includes several strategies to assure the healthy development of pupils, for example:
- Y7 pupils have a block of lessons with the food technology department as part of the healthy-eating initiative; and
 - Y8 pupils participate in A 'Healthy Living Week'.
170. Partnerships with parents are very positive and, although the school does not have a parent teacher association, it works closely with parents on an individual basis. A comprehensive home-school agreement, pupil planners and newsletters are used effectively to communicate with parents and carers. Attendance at parents' evenings is particularly good.
171. Good links have been established with local employers and businesses. Sponsorship, provided by local businesses, supports special events and has enabled the school to establish a literacy support room at the school.
172. The school council is very effective in enabling pupils and students to be involved in making decisions and to have a sense of responsibility. Members of the school council believe they are valued and respected. Their comments are listened to and acted upon. They are particularly proud of their:
- anti-bullying campaign;
 - self-assertiveness classes;
 - peer mentoring; and
 - systems to promote re-cycling.
173. The high quality pastoral links with partner primary schools are a notable strength of the school and an outstanding feature of care, support and guidance. The induction process is comprehensive. Pupils arrive at the school in Y7 knowing it to be a safe and secure environment.
174. Students in Y12 play a significant role in ensuring that pupils settle quickly into their new school. They "buddy" pupils in Y6 and then guide them effectively during their first few days in the school.
175. There are good arrangements for helping pupils choose appropriate courses. Year 9 pupils participate in a six-week support programme provided by form tutors, heads of year and careers advisers. This is followed by an options evening for parents and pupils. Year 11 pupils benefit from a similar programme before they enter the sixth form.

176. Induction into the sixth form is well organised and has good features. These include:
- meetings with potential sixth-form students and their parents prior to enrolment;
 - detailed guidance information; and
 - a three-day induction course.
177. In preparation for work, students benefit from taking part in Business Dynamics and Understanding Industry programmes. Local colleges, careers and business advisers are used successfully to help students as they prepare to leave school. Students who wish to apply to university have the benefit of a UCAS evening for themselves and their parents.
178. The school provides effective careers education and guidance. Support from Careers Wales Gwent advisers enables pupils and students to make informed choices about which subjects and courses to follow. A specialist careers adviser attends all Y9 annual review meetings to advise pupils with statements of SEN.
179. Procedures for monitoring attendance, punctuality and behaviour are good. The introduction of individual improvement targets for all pupils and prompt communication with parents when pupils are absent are starting to have a positive impact on levels of attendance. Heads of year make very good use of a range of monitoring information to encourage pupils and students to attend regularly and on time. The work of the Pupil Attendance Support Officer, funded by the RAISE initiative, and the Education Welfare Officer (EWO), support well the systems that are in place.
180. A designated senior member of staff is responsible for child protection and the school meets all statutory requirements. Members of staff are clear about the correct procedures.
181. There are clear, well-documented procedures to ensure pupils' well-being, health and safety when in the school's care.
182. Overall, provision for pupils with SEN is good. The special educational needs co-ordinator (SENCO) is a member of the senior management team and SEN issues have a high profile within the school.
183. The school has a detailed SEN policy that reflects the guidance contained in the Code of Practice of Wales. Pupils with statements of SEN receive their legal entitlement. Statements are well maintained and reviewed annually with parents and appropriate professional specialists. Transitional plans are drafted in the Y9 annual review meetings. All statutory requirements with regard to statements are met.
184. Prior to the transfer of pupils with SEN, the SENCO or assistant SENCO attends Y5 and Y6 annual review meetings. This enables pupils' needs to be established before admission. Liaison with primary schools and other specialists is very good.
185. The progress of pupils' with SEN is kept under constant review and detailed records are kept. Although individual education plans (IEPs) are in place, written targets are generic and occasionally lack detail. Additional pen-pictures that outline pupils' strengths and weaknesses are used well by teachers to plan appropriately for pupils with SEN.

186. Support for pupils withdrawn for basic skills sessions is very good. Support is organised and delivered by a trained Learning Support Assistant (LSA). Appropriate strategies are employed and pupils make very good progress over short periods of time. However, pupils are withdrawn from the same lessons each cycle.
187. There is very good provision for more able and talented pupils. A wide-ranging research programme has resulted in both subject-specific and generic strategies being devised to maximise the potential of these pupils.
188. Working in partnership with a team of teachers from the Gwent Education Multi-Ethnic Support Service (GEMSS), the school strategically plans support of high quality for pupils with English as an additional language (EAL). As a result, most pupils and students make good progress and achieve well. They acquire essential English language skills and use these effectively across the curriculum.
189. The school creates a positive and inclusive environment which celebrates and respects the diverse nature of pupils' backgrounds. It actively promotes equal opportunities and good race relations and implements fully its policies. In recognition of this, the school was awarded the Level one Equalities, Diversity and Achievement Award. Outstanding features include the extent to which:
- very good equalities' practices are implemented consistently across the school;
 - staff are committed to maintaining high standards in all aspects of equality; and
 - equality is embedded in the day-to-day life of the school.
190. The school plays an active role in the community. It participates fully in local and national multi-cultural events, for example, the 'Celebrate Black History' month and Maindee Festival.
191. Systems for dealing with incidents of bullying are very good. The school implements its anti-bullying policy well. Staff employ appropriate strategies and respond swiftly to all incidents of bullying. They keep detailed records of all incidents.
192. Pupils with physical disabilities are fully integrated and have access to the whole school. Although the school has an accessibility policy and plan, they are not sufficiently detailed.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

193. This grade matches the grade awarded by the school in its own evaluation.
194. The school is very well led by the headteacher, who provides clear vision and educational direction. He is highly respected by staff in the school and UA. The headteacher leads by example, promoting high standards for all. He has high expectations of everyone in the school. With the senior management team, he

has developed a culture of continuing improvement. With few exceptions, this has resulted in a significant improvement in standards.

195. The recently established, temporary, senior leadership team is open and approachable. They provide good support to staff and pupils and work together well as a team. They are a regular presence around the school and know their pupils very well. However, individual roles within the team are not currently clearly defined nor delegated well enough. As a result, some senior managers do not focus enough on issues to do with standards, teaching and learning. There are detailed plans in place to address these issues.
196. The school makes very good use of a wide range of data to set challenging targets for improvement. These are based on prior attainment and specific knowledge of the pupils. Targets are linked well to whole-school priorities. These targets are reviewed regularly at all levels.
197. Through the leadership of the headteacher, the school has been consistently involved in the implementation of new initiatives over many years. There is a clear focus on WAG priorities. These feature as an integral part of the school development plan and include KS2/3 transition, inclusion, learning for all, and workforce remodelling.
198. The school is pro-active in addressing the WAG agenda for widening individual learning pathways in KS4 and beyond. As part of the 14-19 initiative, the school has established very good links with local schools and colleges. This has successfully extended the curriculum for students in the sixth-form.
199. The programme for the induction of newly qualified teachers (NQTs), as well as teachers new to the school, is very well organised and managed. Students on Initial Teacher Education and Training (ITET) courses, NQTs and those in the early stages of professional development also receive very good support within departments.
200. In most departments there is a strong ethos that reflects in with the high expectations evident in the school. These departments keep up-to-date with current initiatives in the subject through effective links with relevant outside agencies. However, the quality of middle management varies across departments. In science, distributed leadership across the three main aspects of the subject has not been successful in raising standards.
201. There are good systems in place to monitor the work of departments and teams. Characteristics of these systems include:
 - high levels of teamwork;
 - peer observation within departments to monitor the quality of teaching and learning; and
 - heads of department supporting their own and other departments through coaching and sharing good practice.
202. Senior managers are linked to specific teams and subject departments to oversee the quality of their work. Despite the fact that structures of line management are clear, there is inconsistency in the degree of rigour with which the senior management team quality assures and reviews the work of individual subject departments and year teams.

203. Overall, the leadership and management of the sixth form are very good. This is because of the teamwork that exists between members of staff who work with students and the close monitoring of students' academic progress.
204. Governors contribute effectively to the school's development. They provide good support and are well informed about the school's performance. Their expertise is used well to help set strategic direction and development. The school is continually looking for ways of developing the role of governors so that this expertise can be utilised even more effectively.
205. A successful committee structure has been established which enables governors to be better informed and more involved, for example, in the financial management of the school, curricular issues and staff appointments.
206. Governors support the work of individual departments. They attend parents' evenings and other special events and have a good insight into the work of individual subject departments. Links with SEN provision are particularly strong.
207. A strength of the school is the way in which senior managers, the chair of governors and the UA link advisers work together to set and agree targets for improvement.
208. Governors fulfil all of their legal responsibilities.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

209. This grade matches the grade awarded by the school in its own evaluation.
210. The overall findings of the school's self-evaluation report (SER) match those of the inspection team well. The inspection has confirmed the grades awarded by the school in six of the seven key questions. The grade awarded in key question 2 is one grade lower because the team identified shortcomings in teaching in around one third of lessons in KS3 and KS4.
211. Self-evaluation is an important and successful part of the management of the school. The SER is comprehensive and makes accurate judgements based on appropriate evidence.
212. The SMT and heads of department are well informed about performance in their areas of responsibility. Good features of self-evaluation include the way in which:
- comprehensive, well-established systems are implemented very effectively to identify strengths and establish areas for improvement;
 - self-evaluation is fully embedded in the work of the whole school;
 - self-evaluation reviews are conducted regularly to ensure that the work of the school is monitored rigorously; and
 - there is a seamless link between self-evaluation and departmental and whole-school planning.

213. The framework for the analysis of pupils' examination results is used well to identify strengths and weaknesses. There is further good practice in lesson observation and the examination of pupils' work. This helps to determine the standards achieved by pupils and the quality of teaching and assessment in individual subjects. This information is used well to compare results across departments.
214. Regular line-management meetings help senior managers to form an accurate view of the performance of the departments for which they are responsible. There is, however, inconsistency in the quality of monitoring across the school.
215. Departments are regularly reviewed and, in most departments, the outcomes of reviews are used effectively to identify areas for improvement.
216. The quality of self-evaluation at departmental level is good. Most departments work effectively as teams to evaluate how well they are progressing. As part of the annual review process, teachers:
- are encouraged to reflect on all aspects of their work;
 - observe each other in the classroom and share good practice;
 - scrutinise, mark and moderate pupils' work to establish consistency across the department; and
 - analyse data and use the outcomes effectively to set targets for improvement.
217. In most departments, all teachers are consulted and contribute effectively to the self-evaluation process. Despite this, practice is not consistent across all departments. There is variation in the rigour with which departments use the outcomes of self-evaluation to plan for improvement. In many cases, targets for improvement do not identify clear enough criteria for measuring success.
218. Although pupils' views are collected via the school council, they and groups outside the school have little opportunity to contribute to the self-evaluation process. Senior managers recognise that this is an area the school needs to develop.
219. Planning for improvement is strong. The SMT uses the results of self-evaluation to identify whole-school targets for improvement. The SDP is well written and identifies responsibilities, timescales, resources and monitoring procedures. Departmental planning addresses both whole school issues and those identified at the departmental level. There is a well-established cycle of evaluation, review and planning for improvement.
220. The headteacher, SMT and governing body are very aware of the most important things that need to be done to move the school forward. Their knowledge of the school has enabled challenging targets to be set, which, have had a positive effect on pupils' and students' academic progress and personal skills. Overall, they have been successful.
221. The effectiveness of planning for improvement is shown by the good progress that has been made in addressing the key issues from the last inspection in March 2001. Notable improvements include the:
- achievement of boys;

- results at GCSE in mathematics and science;
- overall attainment of students in the sixth form which generally reflects their ability on entry;
- entry of all pupils for GCSE courses which has raised expectations and improved results in examinations;
- standards in ICT and numeracy across the school;
- attendance of pupils and students; and
- strategies for teachers to manage pupils' behaviour.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings.
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222. This grade matches the grade awarded by the school in its own evaluation.

223. There are sufficient, qualified, specialist teachers for the school to run efficiently. Their range of expertise and experience is good.

224. A team of LSAs provides very effective support in lessons. Liaison between LSAs and teaching staff is very good and makes a significant contribution to the quality of support.

225. Teachers, LSAs and technicians work together enthusiastically and effectively and support pupils and students well. Technical support in science, design and technology, and information and communication technology is good.

226. The bursar and administrative staff ensure that school administration is run efficiently.

227. The site manager, assistant caretaker and cleaning staff contribute well to the daily routines of the school and its maintenance. A well-qualified and experienced library-resource centre manager ably promotes, co-ordinates and supervises the use of the facility.

228. Three cover assistants supervise classes for absent teachers. They are also deployed effectively to provide in-class support.

229. The quality and quantity of learning resources within the school are good. The good features include:

- a wide range of textbooks, resource packs and equipment in most subjects; and
- ICT resources that are used effectively to enhance classroom teaching.

230. The library is a very good learning resource centre, which meets the needs of pupils, staff and teaching groups. Materials are attractive, up-to-date and include audio-visual resources. This provision supports pupils' learning because it is:

- used as a teaching resource for at least 80% of the week;
- open before, during and after the school day; and
- used as a resource and research facility.

231. The recent considerable investment in ICT resources has enriched pupils' learning experiences and raised standards of ICT. Facilities in the computer suites are very good and are used extensively on a subject and cross-curricular basis. There are sufficient computers for the number of pupils and students in the school.
232. The accommodation is good and meets the needs of staff and pupils.
233. All parts of the school are accessible to pupils and visitors with disabilities. Improvements have been made to the buildings and grounds since the last inspection. The accommodation supports pupils' learning and provides a safe and secure environment. There are appropriately sited and centrally monitored security cameras and electronic security locks on external doors.
234. The buildings and grounds are well maintained and there is a rolling programme of refurbishment and improvement evidenced by:
- decoration of good quality in many rooms, enhanced by bright and colourful displays of pupils' work that help to provide a stimulating environment;
 - regular effective cleaning of rooms and corridors and the daily removal of litter from within the school and from its grounds; and
 - an absence of graffiti throughout the school.
235. There are, however, shortcomings in the provision of staffing, learning resources and accommodation. These are:
- periods of staff absence impacting negatively on progression in pupils' and students' learning in a small minority of classes;
 - inadequate resources in child development and health and social care;
 - inadequate facilities for independent study in the sixth-form, including insufficient access to ICT facilities; and
 - the quality of a few toilet facilities.
236. There are many good features in the efficient management of staffing, learning resources and accommodation to achieve value for money. These include:
- rigorous financial management to ensure cost-effectiveness of the school's spending;
 - effective use of additional grants to enable more work to be done on raising pupils' levels of achievement and attendance; and the
 - the extensive use of accommodation, including the learning resource centre.
237. The school has started to make good use of the International Sports Village to enhance learning.
238. Close collaborative working with Coleg Gwent broadens the cost-effective sixth-form curriculum.
239. Continuing professional development of all staff is well managed. Training activities are well co-ordinated and linked to the professional development of staff and the school's priorities for improvement. Overall, the school's performance management structure is effective.

240. Newly qualified staff and initial teacher training students are given comprehensive support and guidance. The school has been awarded 'Investor In People' status for the fourth time.
241. The new structure for teaching and learning responsibility allowances was successfully introduced. All staff were consulted and the governing body approved the structure.
242. Other good features of the deployment and management of teaching, support and administrative staff include effective:
- allocation of resources for workload reform, including teachers' time for planning, preparation and assessment, which is well utilised; and
 - procedures for undertaking the Criminal Records' Bureau checks on all employees in line with UA policy.
243. The management of resources is closely linked to the school's priorities for development and their use is reviewed regularly to ensure value for money. The school received a very good audit report. The financial management of the school is good, because:
- financial decisions are well focused on the school's curricular and educational priorities as identified in the school development plan;
 - capitation is based on an agreed formula with the opportunity to bid for extra funds to introduce initiatives; and
 - departmental and other balances are immediately available from the bursar, ensuring that spending is monitored meticulously and effectively.
244. Despite these good features, the current deployment of staff affects the size of teaching groups in KS3, some of which have more than 33 pupils. There are a few small teaching groups in the sixth form.
245. Overall, the school provides good value for money in terms of the:
- significant improvement in pupils' attainment over time and the positive impact of the wider curriculum on disaffected pupils;
 - strong pastoral care and guidance;
 - effective way in which resources are regularly reviewed to match the school's priorities for development; and
 - very good progress made by the school since its last inspection.

Standards achieved in subjects and areas of learning

English

Key Stage 3: Grade 3: Good features outweigh shortcomings

Key Stage 4: Grade 2: Good features and no important shortcomings

Key Stage 3

Good features

246. Most pupils listen attentively to the teacher and to one another. They respond with enthusiasm to questions and recall previous learning well.

247. Many pupils are able to read accurately and fluently. Some read with appropriate expression and demonstrate a clear understanding of what they read.

248. Pupils are able to write in a variety of forms for different purposes and audiences. They experience and model writing in different genres, including horror, crime and biography.

249. The more able pupils are increasingly able to reflect and comment on what they have written.

Shortcomings

250. A few pupils do not participate fully in speaking and listening activities. They can voice a point of view but are not always able to justify and extend their views or sustain a discussion.

251. A significant number of pupils has not developed the ability to draft effectively and their work often contains basic errors in spelling and punctuation. Some of these pupils fail to write at length and do not structure their work effectively.

Key Stage 4

Good features

252. Many pupils speak with confidence and voice their opinions. Some justify their points of view. The most able provide extended oral responses to questions in a confident and articulate manner. Most pupils listen carefully and work well collaboratively.

253. Pupils read an appropriate range of literary, non-literary and media texts. Most show a good understanding of character, relationships between characters and plot. They demonstrate understanding of the techniques employed by a range of authors to create a variety of effects.

254. Pupils write with increasing confidence for a range of purposes and audiences. By the end of the key stage most pupils produce extended critical writing with appropriate use of quotations. The more able employ mature expression and effective structure in both descriptive and narrative writing.

Shortcomings

255. For a minority of pupils, the range and the quality of writing are affected by their low-level attendance. A greater number do not redraft or proofread their work with vigour so that, on occasions, structure is weak and errors of punctuation and spelling persist.

Sixth form: Grade 2: Good features and no important shortcomings

Good features

256. Many students make good progress and display confidence in textual analysis and evaluation. They demonstrate good standards in written and oral work.
257. The most able students engage fully with critical debates. They show discrimination in their writing in an informed and analytical manner when responding to a range of writers, including Shakespeare, Shelley, Marlowe, Conrad, Bond and Banks.

Shortcomings

258. A small minority of pupils does not display sufficient perception and analysis. This is evident mainly in their written responses but also in their verbal replies, which tend to be of a more superficial nature.

Science

Key Stage 3: Grade 4: Some good features, but shortcomings in important areas

Key Stage 4: Grade 3: Good features outweigh shortcomings

Key Stage 3

Good features

259. Many pupils have a secure knowledge and understanding of a wide range of topics covering appropriate aspects of the NC. They have a good recall of previous work and can apply their knowledge to a range of tasks. Their knowledge of scientific terms is generally good and pupils can use them accurately, both orally and in writing.
260. Most pupils work safely and collaborate well during practical sessions.
261. More able pupils recall key concepts, and apply them to a range of problems in science. They have a good understanding of the link between scientific principles and applications associated with the environment.
262. Pupils with SEN make good progress.

Shortcomings

263. In a number of Y9 classes, pupils do not behave responsibly and so cannot carry out practical work purposefully and safely. They fail to make adequate progress and do not achieve appropriate standards. This is a significant shortcoming.
264. A minority of pupils cannot recall details of current and previous work.
265. A significant number of pupils cannot apply scientific concepts to familiar situations. They lack understanding of basic scientific skills.
266. A small number of pupils has incomplete written work in their books.

Key Stage 4

Good features

267. Pupils acquire new knowledge and understanding during their lessons. Many pupils recall work carried out previously and apply knowledge to new situations.

They are able to use knowledge to help them understand the contributions that science makes to everyday life.

268. Many pupils respond well to questions, have a good understanding of scientific terms and are able to use them confidently.
269. Pupils have good practical skills. They carry out experimental work carefully and safely. They make a range of observations and record their results accurately. Pupils following the applied science course are able to carry out risk assessments.
270. Pupils with SEN and those who receive EAL support make good progress.

Shortcomings

271. A small minority of pupils does not give their full attention to their science lessons and, as a consequence, achieve lower standards. Some pupils make little or no progress.
272. In a minority of classes pupils do not have a realistic view of their level of attainment. They do not know how well they are doing or what they need to do to improve.
273. The exercise books of a minority of pupils are untidy and disorganised. The progress of these pupils is hindered by missing or incomplete work.
274. A number of pupils are not fully engaged with their lessons and fail to understand the purpose of what they are doing.

Sixth form: Grade 3: Good features outweigh shortcomings

Good features

275. The majority of students has a good knowledge and understanding of scientific principles and can discuss these intelligently and confidently.
276. Students use scientific nomenclature accurately and appropriately.
277. Many students can apply new knowledge to familiar and unfamiliar situations.
278. A majority of students furthers their understanding during lessons to make good progress.
279. Many students understand the nature and purpose of their work and show good levels of interest.
280. In order to further their understanding, students willingly and confidently ask questions in lessons.

Shortcomings

281. A minority of students is not sufficiently capable of independent working. They rely too heavily on their teachers' notes and guidance.
282. Some students are unsure in their knowledge and understanding of scientific concepts. This affects their ability to explain details of previous work and develop fully their understanding of new concepts.

Modern foreign languages

Key Stage 3: Grade 2: Good features and no important shortcomings

Key Stage 4: Grade 2: Good features and no important shortcomings

Key Stage 3

Good features

283. In French, most pupils have good listening skills. They apply them effectively in identifying relevant information from recordings.
284. Pupils build up useful vocabulary and language structures, which they then re-use to say and write what they need in different contexts.
285. Pupils usually read printed text well. Many pupils pronounce words well when reading aloud or in simple exchanges.
286. Pupils with SEN achieve well. In Y8, for example, they follow authentic recordings and adapt the patterns they learn, for example to say where they are going and what they see in a simulated tour of Paris.
287. By Y9, most pupils can hold short conversations and write in sentences about things in the past, present or future.
288. In Spanish, Y8 pupils achieve well. Pronunciation and accuracy in spoken language generally develop well, providing a firm support for the other skills.

Shortcomings

289. In French, middle ability pupils tend to be less confident and competent when using tenses other than the present.
290. Only a minority of pupils presents written work in well-linked paragraphs.
291. In both languages, a few pupils do not listen carefully enough to identify all the information they should, or to improve their accents and intonation.
292. A few pupils revert quickly to English instead of trying to speak the languages as much as possible.

Key Stage 4

Good features

293. In both languages, most pupils regularly grasp the essential parts of what they hear at the first attempt. The ablest pupils make inferences from context.
294. From Y10, a majority of pupils can hold a conversation of about half a dozen exchanges without much support. Their pronunciation is generally good.
295. Many pupils read well, using dictionaries effectively to deal with unfamiliar language, which they then re-use in speech and writing.
296. The ablest pupils are quick to copy a style or turn of phrase to add polish to their work.
297. Most pupils convey their points well in written work. They use a suitable vocabulary and range of tenses. Many use adjectives to good effect.

Shortcomings

298. A few pupils do not listen well enough for details, or check their work carefully enough to reduce errors in grammar and spelling.

299. A few pupils have difficulty in speaking at length and often mispronounce words.

Sixth form: Grade 2: Good features and no important shortcomings

Good features

300. Students' listening and reading skills are generally good.

301. Students research topics well, often using the internet for information on France and French life, which they compare and contrast with their own experiences in Wales.

302. Most students' accents and intonation are good.

303. Students speak competently on topical issues.

304. Written work on such themes as nuclear energy and immigration is well structured and includes a good range and variety of language.

Shortcomings

305. Students' written work sometimes contains errors in spelling and grammar which detract from its good range and content.

306. A few students are reluctant to take the initiative in conversation.

History

Key Stage 3: Grade 2: Good features and no important shortcomings

Key Stage 4: Grade 2: Good features and no important shortcomings

Key Stage 3

Good features

307. In Y7, all pupils achieve good standards relative to their ability. They show good knowledge of various aspects of medieval life and deploy this effectively in extended writing, for example, when explaining the outcome of the battle of Hastings.

308. Pupils with SEN show good understanding of the role of the Church in medieval society, whilst the ablest pupils can assess the usefulness of contemporary sources, such as *Piers Ploughman* and the *Luttrell Psalter*.

309. In Y8, pupils use empathy particularly well. Ablest pupils in Y8 can make confident use of evidence to understand why people chose different sides in the Civil War. Lower ability pupils show how and why contemporaries showed different reactions to the death of Oliver Cromwell.

310. In Y9, pupils of all abilities construct convincing accounts of how and why slavery brought benefits to some groups in society and misery to others. Ablest pupils make critical use of primary sources to reconstruct their views on historical issues.

Shortcomings

311. Pupils' knowledge of Welsh history is limited because they do not view national and international developments from a Welsh perspective sufficiently well.

Key Stage 4

Good features

312. Building on their previous knowledge, pupils make good progress. For example, noticeable improvement occurs in the ability of most pupils to make critical use of source material and to produce extended explanations.

313. Progress is also reflected in the considerable increase in GCSE A*-C grades over the last five years.

314. Pupils in a mixed ability Y10 group show clear understanding of criteria for determining the reliability and usefulness of historical sources. Most of these, working on a problem requiring comparison of the work of Suffragists and Suffragettes, can explain why sources that are unreliable can still be useful in various ways.

315. Pupils in Y11 produce particularly well-structured explanations that demonstrate their understanding of the relative importance of causal factors contributing to Hitler's rise to power.

Shortcomings

316. There are no significant shortcomings.

Sixth form: Grade 3: Good features outweigh shortcomings

Good features

317. Students demonstrate good subject knowledge, which they use effectively for interpreting source material in context and for writing extended essays.

318. Students in Y12, for example, can compare critically and perceptively the methods and achievements of Martin Luther King and Malcolm X. In doing so, they show a willingness both to defend and question stereotypical views, understanding that it is the balance of the evidence that matters.

319. In a role-play activity, students in Y13 show good knowledge of the motives and methods of the Anti-Corn Law League. They understand that not all supporters of the league were involved for the same reasons.

320. Some students in Y13 assess, for example, the relative importance of the role of Peel and other factors in securing victory for the Tories in the election of 1841. They produce well-structured essays that demonstrate their understanding of the topic.

Shortcomings

- Some students in Y13 do not make enough progress. This is because they do not use their knowledge well enough when structuring essays and presenting arguments chronologically.

Music

Key Stage 3: Grade 2: Good features and no important shortcomings

Key Stage 4: Grade 2: Good features and no important shortcomings

Key Stage 3

Good features

321. Pupils perform suitable vocal warm-up exercises before rehearsing songs. Most pupils in all three ability bands sing with clear diction and produce a strong vocal sound. They achieve good standards in singing in unison and in two or more parts.
322. Pupils of all abilities make good progress in instrumental performance. They keep in time together as they play short pieces on electronic keyboards and percussion instruments. They achieve good standards of performance overall.
323. Pupils' work in composing is of good quality. Pupils of all abilities are able to invent short melodic phrases in line with a given brief. Pupils in the upper ability band in Y9 show confidence and inventiveness in improvising 'scat' vocal lines in a 12-bar blues sequence.
324. Pupils develop and apply their appraising skills effectively in support of their music-making. They are familiar with the elements of music and their use. Pupils in the upper ability band in Y9 show particularly good aural perception in identifying how the musical elements are used. Those in the middle band show good aural recall when they imitate rhythmic phrases.

Shortcomings

325. In a few classes, pupils' intonation is sometimes insecure, especially in part-singing.

Key Stage 4

Good features

326. Pupils in Y10 and Y11 achieve good standards in singing, including performances of songs in two or more parts.
327. Pupils in both years create extended compositions in which they develop melodic material above a sequence of chords. These compositions are reviewed, developed and refined effectively using suitable ICT music software. Pupils gain experience of composing in other idioms, for example using impressionist techniques.
328. Pupils in Y11 have well-developed aural perception skills. They use suitable musical terms to describe what they hear. They respond accurately to questions in a listening test from a previous year's GCSE music examination.

Shortcomings

329. Most pupils' compositions tend to show little originality.

Sixth form: Grade 2: Good features and no important shortcomings

Good features

330. Students following an A level course in Performing Arts make good progress in music. Students in Y12 sing in tune and keep good time together. They develop an awareness of musical genres and their characteristics.
331. Students in Y13 achieve good standards in singing excerpts from a stage musical. They sing solos and choruses with good diction, effective vocal projection and suitable awareness of audience.

Shortcomings

332. A few students in Y12 do not control their breathing well enough to project their voices effectively and their singing is subdued as a result.

Health and social care and Child development

Child Development

Key Stage 4: Grade 1: Good with outstanding features

Outstanding features

333. Pupils have a very good understanding of the impact of formula bottle-feeding on sustainability and global warming due to milk manufacture and air miles for transportation.
334. Pupils recognise aspects of advertising for formula feeding in a range of everyday artefacts. They fully explain the impact of this to encourage formula feeding for babies. They understand the extent to which bottle feeding is ingrained into our cultural acceptance and can explain how social thinking has to change to accept breast feeding more readily in society.

Good features

335. Pupils demonstrate good understanding of the physical, intellectual, emotional and social development of young children. They can explain how each aspect can be measured to assess development against expected norms for the age group.
336. Pupils explain the principles of a healthy diet for young children, demonstrating good understanding of the nutritional value of foods. They complete an in-depth investigation into suitable foods for a child and can explain food choices well in terms of introducing new foods to a young child.
337. The majority of pupils complete a child study to a good standard through regular visits to the child to evaluate developmental progress. They produce a range of interesting activities to use with the child to evaluate performance against norm references for the age group.
338. A significant majority of pupils produces course work of a high quality. They incorporate ICT effectively to present developmental graphs, chart developmental progress and present analysis of their learning. This demonstrates a good standard of overall understanding of child development.

339. Most pupils evaluate work comprehensively. They include analytical techniques to measure key aspects of their work.

Shortcomings

340. A small minority of pupils completes aspects of their coursework with more limited attention to detail. Analysis of aspects of development is weaker and explanations and reasons for choice lack depth of understanding.

Health and Social Care

Key stage 4: Grade 2: Good features and no important shortcomings

Good features

341. Pupils show a good understanding of the different forms of non-verbal communication. They can explain the importance of facial expression and body language when dealing with a health-care situation.

342. Pupils organise their groups well to improvise dialogues between health-care workers and patients of different ages. They show good practice when using verbal and non-verbal communication techniques to convey a message or to investigate important background information.

343. They demonstrate good knowledge and understanding of the physical, intellectual, emotional and social needs of people, to maintain good health. They can explain how each aspect can be measured or assessed in each age group, and are aware of the sensitivities of dealing with people from different ethnic backgrounds.

344. Pupils use a range of equipment enthusiastically to measure key aspects of physical health and show good understanding of such aspects as body mass index and the impact of this on general health.

345. The majority of pupils completes a range of case studies based on different health contexts to a good standard. They can explain a situation well, demonstrating a good understanding of technical vocabulary.

Shortcoming

346. A small minority of pupils completes aspects of the work with limited attention to detail. Case studies lack sufficient depth and aspects of the work are incomplete.

School's response to the inspection

The school views the report as a fair, thorough and balanced assessment of its current status. We are pleased with the many positive findings including those relating to the standards achieved by pupils, the quality of the care, support and guidance provided, links with partner primary schools, other agencies and the community, the provision of extra-curricular activities and the school's inclusive ethos.

All of the above contribute to the overall judgement that, 'Lliswerry High School is a good school'.

We are particularly delighted with the recognition of the significant improvement made since the last Inspection in 2001. Pupil achievement has steadily improved and when judged against a number of indicators places us in the top 25% of similar schools in Wales. This reflects the hard work, commitment and skill of teachers and the good behaviour, motivation and pride for the school displayed by the overwhelming majority of pupils. The support we receive from parents, governors and the LEA is also important. The references in the report to 'the very positive relationships between staff and pupils', the 'very positive' partnerships with parents, together with pupils' 'high levels of respect for their teachers and each other' bear testimony to these characteristics.

The close alignment of the school's self review/evaluation report with the inspection findings means that the School Development Plan already identifies strategies/actions both to maintain and build upon our current strengths and to address shortcomings, including the report's main recommendations. While the shortcomings in Science and English (Key Stage 3) are partly related to staffing difficulties, a major review of curriculum planning, teaching, learning and assessment in both subjects is already underway. This in turn will contribute to improving consistency in teaching and assessment across the school.

The shortcomings relating to the temporary management structure, together with line management, have already been taken into account in planning the new structure to be introduced in September 2007. As far as improving pupil attendance is concerned, we shall continue to develop and use a range of support and monitoring strategies. The link between attendance and pupil achievement makes progress here essential.

In conclusion, the school is pleased with the report and fully accepts its findings. It provides an important basis on which to continue our drive for further improvement. We would also like to acknowledge the professionalism and thoroughness of the inspection team, together with the opportunities provided for constructive debate and discussion.

Appendix 1

Basic information about the school

Name of school	Lliswerry High School
School type	Secondary
Age range of pupils	11-18
Address of school	Nash Road Newport
Postcode	NP19 0RP
Telephone number	01633 277867

Headteacher	Mr John Rawlings
Date of appointment	September 1995
Chair of governors	Councillor Roger Jeavons
Reporting inspector	Julia Helen Cattle Longville
Date of inspection	16-19 April 2007

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	189	185	206	197	225	79	40	1121

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	64	0	64

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.6:1
Average teaching group size	22.2
Overall contact ratio (percentage)	74.6

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	90.8	89.5	86.3	81.7	94.6	95.3	93.9	88.9
Term 2	92.7	92.0	91.9	89.0	88.6	90.5	85.3	90.5
Term 3	89.4	91.2	89.8	87.4	88.1	90.7	86.6	89.2

Percentage of pupils entitled to free school meals	25
Number of pupils excluded during 12 months prior to inspection	11 (temporary) 3 (permanent)

Appendix 3

National Curriculum Assessment Results

End of key stage 3:

National Curriculum Assessment KS3 results 2006															
Total number of pupils in Y9: 198															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	0	0	0	0	1	10	26	47	15	2	0	0
		National	0	0	0	0	0	2	8	21	35	24	8	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7	26	35	23	8	0	0
		National	0	0	0	0	0	1	6	18	24	32	15	0	0
Science	Teacher assessment	School	0	0	0	0	0	1	2	31	36	23	7	0	0
		National	0	0	0	0	0	0	6	19	33	27	12	0	0

D Pupils excepted under statutory arrangements from part of the National Curriculum

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

EP Exceptional Performance, where pupils at key stage 3 perform above level 8

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language) by teacher assessment			
In the school	52	In Wales	58

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2006	197
Average GCSE or GNVQ points score per pupil	37

The percentage of 15 year old pupils who in 2006:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	96	87	88
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	40	49	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	92	84	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	25	36	40
entered at least one Entry level qualification, GCSE short course or GCSE	99	96	98
attained one or more GCSE grades A*-C or the vocational qualification equivalent	67	71	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	98	91	93
attained no graded GCSE or the vocational qualification equivalent	2	9	7
attained one or more Entry level qualification only	1	3	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1			
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2			

For pupils aged 17, results in A/AS, GNVQs and NVQs	
Number of pupils aged 17 in January 2006	43
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2006	43
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2006	0

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	35	64	68
Percentage of pupils entered who achieved 2 or more grades A-E	84	94	94
Average points score per candidate entering 2 or more subjects	15	19	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	9		
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0		

Appendix 4

Evidence base of the inspection

Fourteen inspectors, including the school's nominee, spent a total of 46 days in the school and met as a team before the inspection.

These inspectors visited:

- 107 lessons or part lessons taught by teachers in all subjects;
- acts of collective worship;
- registration and form-tutor periods; and
- a few extra-curricular activities.

Members of the inspection team met with:

- staff, governors and parents before the inspection began;
- senior managers, middle managers, teachers, support assistants and administrative staff;
- representatives of the community and other partners; and
- groups of pupils and students.

The team also considered:

- the school's self-evaluation report;
- 94 replies to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a range of pupils' work in all subjects across the curriculum from Y7 to Y13.

After the inspection, inspectors held meetings with departments, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Julia Longville Registered Inspector	Context, Summary, Recommendations KQ1, KQ5, Appendix
David Williams	KQ2
Irene Mackie	KQ3
Paul Donovan	KQ4
David Hughes	KQ6 Science
Gwyn Thomas	KQ7
Gwynoro Jones	Lay Inspector Support KQ4
Anthony Sparks	English
Rebecca Ennion	Science
Martyn Williams	Modern Foreign Languages
Alan Kelly	History
Gareth Adams	Music
Jane Down	Health and Social Care Child Development
Pauline Rees	Nominee

Acknowledgement

The inspection team would like to thank governors, the headteacher, staff and pupils for their co-operation and courtesy during the inspection.

The inspection contractor

EPPC/Severn Crossing Limited
Suite H
Britannic House
Britannic Way
Llandarcy
Neath
SA10 6JQ