Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate for Education and Training in Wales

A report on

Welshpool High School
Erw Wen Salop Road
Welshpool
Powys
SY21 7RE

Date of inspection: February 2017

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Publication date: 11/04/2017

Context

Welshpool High School is an English-medium 11-18 mixed comprehensive school, in Powys. It has 900 pupils on roll, including 163 in the sixth form. This is fewer than at the time of the last inspection when there were 1,070 on roll. Pupils are drawn from an area that includes Welshpool and the surrounding villages.

Slightly more than 10% of pupils live in the 20% most deprived areas of Wales. Just over 11% of pupils are eligible for free school meals, which is below the Welsh average of 17.3% for secondary schools. About 3% of pupils come from Welsh-speaking homes. Most pupils are from white British backgrounds with very few from minority ethnic groups. The percentage of pupils with special educational needs is 25% which is very close to the national average of 25.1%. The percentage of pupils who have a statement of special educational needs is 1%, which is below the national average of 2.4%.

The senior leadership team consists of the headteacher, a deputy headteacher, three assistant headteachers and a business manager.

The individual school budget per pupil for Welshpool High School in 2016-2017 is £3,855 per pupil. The maximum per pupil in the secondary schools in Powys is £4,604 and the minimum is £3,797. Welshpool High School is tenth out of the eleven secondary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is judged to be good because:

- Over the last three years, performance at key stage 4 has improved noticeably and compares well with that of similar schools in all indicators
- Pupils eligible for free school meals mostly perform better than the same group of pupils in similar schools and schools nationally
- Pupils make slightly more progress than expected from previous key stages
- Pupils' attendance has improved in each of the last three years and is above modelled outcomes
- The school provides a well-coordinated and effective approach to the development of pupils' literacy and numeracy skills
- In most lessons, many pupils make at least suitable progress in their knowledge and understanding; however, in a few lessons the level of challenge is insufficient and pupils do not make enough progress
- The behaviour of nearly all pupils is exemplary and they develop effective social and life skills
- The caring and inclusive ethos successfully promotes high expectations for all

Prospects for improvement

Prospects for improvement are judged to be good because:

- The headteacher provides strong and assured leadership
- Effective leadership at all levels has secured very good levels of pupil wellbeing and improved outcomes that are mostly above those of similar schools
- There is a clear culture of accountability and suitable self-evaluation processes, although a few middle leaders do not identify or address well enough important areas for improvement
- Governors play an important role in setting the school's strategic direction, and challenge and support the school effectively
- A wide range of highly valuable partnerships have a positive impact on pupils' standards, attendance and wellbeing
- The school monitors its finances closely; however, it is currently operating with a licenced budget deficit that is projected to increase in the current financial year

Recommendations

R1   Improve teaching to match the best practice in the school

R2   Ensure that all middle leaders identify and address robustly important areas in need of improvement

R3   Provide robust financial management to address the deficit budget

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Pupil performance at key stage 4 has improved noticeably over the last three years and in 2016 compares favourably with that in similar schools in all indicators. Over this same period, pupils have generally made slightly more progress than expected from previous key stages.

Performance in the level 2 threshold including English and mathematics has improved, and been slightly above modelled outcomes for the last two years.

In 2016, performance in the capped points score improved, and places the school above modelled outcomes. The proportion of pupils achieving five GCSE grades at A*-A has fluctuated over the last few years but has been above the average in similar schools for two of the last three years.

Over the last four years, the performance at key stage 4 of boys and of girls has generally been better than that of boys and of girls respectively in similar schools. In 2016, the performance of pupils eligible for free school meals improved and is above the average for the same group of pupils in similar schools and schools nationally in all indicators. In each of the last three years, their performance has been better than the average for the same group in similar schools in many indicators.

At the end of Year 11, most pupils continue their education in a school or further education college. No pupils have left the school without a recognised qualification in the last four years.

At key stage 3, the proportion of pupils achieving the core subject indicator has improved in each of the last three years. In 2016, this places the school in the top 25% of similar schools.

Performance in the sixth form has consistently been very strong in the level 3 threshold in each of the last four years. However, over the same period, performance in all other indicators has mostly been below the average in similar schools and in schools nationally.

At key stage 3, pupils' performance in Welsh improved again in 2016. This places the school in the top 25% of similar schools after placing it in the lower 50% in each of the previous two years. Over the same three years, a majority of pupils have attained level 2 qualification in Welsh at key stage 4.

In most lessons, pupils recall prior learning well and many make suitable progress. In a few lessons, pupils make very strong progress. In the few lessons where pupils do not make enough progress, it is most commonly because they are not challenged well enough either by the tasks set or by the expected pace of learning.

Nearly all pupils listen well to their teacher with attention and respect. Most do so to their peers. Many pupils are happy to share ideas and opinions, and provide brief verbal responses to the teachers' questions. A minority of pupils provide sustained and well-developed verbal responses on a wide range of topics such as how the actions of Oliver Cromwell are viewed differently over time and the demise of Scott during his voyage to the Antarctic. A few pupils build skilfully on the contributions of their peers.

Most pupils read a suitable variety of literary and non-literary texts and use an appropriate range of reading strategies to support their learning. They skim and scan usefully to identify relevant information. A majority of pupils use inference and deduction well to enhance their understanding of different literary texts and of the influence of important figures such as Martin Luther King and Mahatma Ghandi. A minority synthesise information effectively from different historical sources on topics including Henry VIII, Mary Queen of Scots and the English civil war.

Most pupils write for an interesting range of purposes including to narrate, discuss, persuade and inform. They do so in various formats including scientific, literary and historical analyses that range from the digestive system, to the theme of hatred in 'Romeo and Juliet' and to the influence of General Haig in the battle of the Somme. Many pupils produce writing that is technically secure and in most cases, well structured. A few pupils write with greater ambition, make more assured language choices and produce writing that engages the readers' interest successfully. Most pupils understand well the purpose of their writing although a few do not have a sufficiently secure sense of audience. As a result, they make incorrect language choices and their writing lacks the correct tone. A minority of pupils do not take enough responsibility for improving the content and technical accuracy of their work before they hand it to the teacher.

Many pupils develop their numeracy skills well in lessons other than mathematics. This includes the use of line graphs to demonstrate population changes in Montgomeryshire and hydrographs to compare river levels. Many pupils are secure in their calculation and measurement of speed and pressure for example, and in their handling of data from experiments calculating force.

Pupils make appropriate use of a suitable range of information and communication technology (ICT) skills across the curriculum that supports their learning effectively, such as in the development of extended writing.

Wellbeing: Good

Nearly all pupils feel safe in the school and many consider that the school deals well with bullying. Most pupils have a clear understanding of how to keep healthy and many take part in the wide range of sports and exercise opportunities offered by the school.

The behaviour of nearly all pupils in lessons and around the school is exemplary. They are considerate and polite to staff, their peers and to visitors. Nearly all pupils are punctual to lessons, concentrate well and have a positive approach to learning. In lessons, they work together effectively and support each other well.

Attendance rates have improved every year for the last three years and place the school in the upper 50% of similar schools. The number of fixed term exclusions has reduced significantly over the past three years and is very low.

Pupils have opportunities to influence the work of the school successfully through the school council, Eco Group and through regular surveys of their views. Many pupils are involved in worthwhile fundraising work for charities, or take on valuable leadership roles within the school such as student ambassadors or peer readers for younger pupils.

Nearly all pupils develop effective social and life skills and are well prepared for their next stage of learning or employment.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum that is matched closely to the needs of all pupils. A suitable range of general and vocational courses at key stage 4 engages pupils successfully and builds well on their strong skills' development at key stage 3.

The school's approach to the progressive development of pupils' literacy and numeracy skills is well co-ordinated. Nearly all schemes of work provide a useful range of opportunities to develop pupils' skills. Well-planned intervention programmes ensure that pupils with weaker skills make valuable progress. Literacy and numeracy co-ordinators provide useful guidance for teachers in planning for the development of pupils' skills, such as in the school's own core practice learning framework. However, only a minority of curriculum areas offer worthwhile activities to challenge and engage consistently the most able pupils.

An extensive range of extra-curricular activities provides all pupils with useful opportunities to enhance their learning outside of formal lessons and encourages pupils to be active and healthy.

Opportunities for pupils to develop and practise their Welsh language skills, outside of Welsh lessons, are limited. The Welsh dimension features appropriately in many curriculum plans and in school activities such as the Eisteddfod and the Year 8 visit to Glan Llyn.

The Eco Group is highly effective in promoting education for sustainable development and global citizenship across school. For example, pupils planned successfully a numeracy task for the whole of Year 10 in mathematics on recycling of paper. They have also led valuable assemblies on raising awareness of sustainability working in collaboration with Severn Trent Water.

Teaching: Good

Nearly all teachers have very secure subject knowledge and foster purposeful and productive working relationships with pupils.

In the few lessons where teaching is very effective, teachers have extremely high expectations of their pupils. They use incisive and well-focused questions that create a very high level of challenge and require pupils to develop their responses accordingly. In these lessons, there is a brisk pace to learning and pupils make very strong progress.

In many lessons, teachers use a varied and useful range of teaching strategies that engage pupils' interest and develop their knowledge and skills successfully. They create a suitable level of challenge for pupils of all abilities and an appropriate pace to their learning. They use questioning well to determine pupils' knowledge and probe their understanding. Teachers monitor and assess pupils' learning carefully and provide useful verbal feedback that helps them to make suitable progress.

In a few lessons, teachers' expectations are too low. Pupils spend too much time on undemanding tasks and do not make enough progress in either their knowledge or understanding, or in the development of their skills. A few teachers do not ensure that pupils have consolidated their learning, or ask questions clearly enough to probe their understanding.

Many teachers provide suitable feedback to pupils on how to improve their work through the marking policy. A few teachers give very detailed advice to pupils on how they can improve. However, there is too much variation in the quality of feedback within and across subject areas.

Appropriate tracking systems are in place to monitor pupil progress across the school. The comprehensive tracking model at key stage four is particularly effective in identifying any pupils who are in need of additional support. Senior and middle leaders use this information well to inform future planning.

The school provides parents with detailed reports that include appropriate targets for improvement. Parents also receive a beneficial separate progress report on their child's progress in literacy and numeracy.

Care, support and guidance: Good

The school provides a caring and supportive environment that has a beneficial impact on the standards pupils achieve and on their health and wellbeing. Pastoral care is well co-ordinated and promotes successfully the development of a strong sense of community within the school. As a result, pupils feel well supported and know who to talk to if they have difficulties. Strategies to support vulnerable pupils have had a positive impact on attendance and have contributed to a reduction in the number of fixed term exclusions.

The school has appropriate arrangements to promote healthy eating and drinking, and to encourage pupils to adopt healthy lifestyles. The wide range of extra-curricular activities, together with a well-planned programme for personal and social education, contributes effectively to pupils' social and cultural development. The curriculum, assemblies and tutor periods provide pupils with useful opportunities for reflection on moral and spiritual issues.

The school has beneficial links with external agencies and specialist services that meet the specific needs of individual pupils very well. Arrangements for mentoring pupils promote their attendance and academic progress effectively. The school provides appropriate advice and guidance for pupils at key transition points that allow them to make suitable choices about their futures.

The school provides very effective support for pupils with additional learning needs. Well-developed links with partner primary schools ensure that pupils' needs are identified early. As a result, the school is able to provide effective support to meet the individual needs and abilities of these pupils. Learning support assistants provide skilful, targeted support for individual and groups of pupils. As a result, many of these pupils achieve outcomes above expectations.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The school is an inclusive and welcoming community that promotes equality and diversity well. Nearly all pupils demonstrate tolerance and respect for others. Every pupil has access to all aspects of the curriculum and the extensive range of extra-curricular activities, irrespective of their background or ability.

The school buildings and grounds are maintained very well. The school site is safe and secure. Staff make productive use of all the available space. There are sufficient resources, including equipment for ICT to support learning. Displays throughout the school are attractive and informative. They celebrate pupils' achievements and enhance current and future learning well.

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

Leadership: Good

Leadership throughout the school has led to very good levels of pupil wellbeing and improved outcomes that are mostly above those of similar schools.

The headteacher provides strong and assured leadership. He is supported ably by his senior team and middle leaders. Together, they provide clear strategic direction and use suitable structures and systems to support, review and implement further development appropriately.

The roles and responsibilities of senior leaders are appropriate, clearly defined and balanced. Nearly all members of staff understand well the role they play in delivering the school's strategic aims. This helps to create a sense of shared purpose. Additional members of staff join the senior leadership team to take on responsibility for specific whole school development priorities such as literacy and assessment. This helps to develop leadership skills and to build capacity effectively.

Many leadership meetings are purposeful, address key school priorities and support improving pupil outcomes well. While many middle leaders carry out their

responsibilities effectively in delivering the school's strategic objectives, a few are less effective. This is because they do not focus well enough on important matters and do not use data or quality assurance processes sufficiently well. This hinders their ability to identify accurately areas most in need of improvement or implement the actions necessary to bring about the improvements desired, for example to ensure that teaching provides a consistently high level of challenge for pupils of all abilities.

Performance management arrangements are appropriate. The school uses these systems to review and improve performance, to challenge staff to develop their practice and to identify training and development needs. Leaders have a successful track record of identifying and addressing underperformance. However, a very few performance management targets are not sufficiently precise or measurable.

Governors have a clear understanding of their role and are well informed about the school's work and pupil outcomes. They challenge robustly, particularly when there is underperformance, and make a strong contribution to the school's strategic direction. Link governors make an increasingly valuable contribution in their role as critical friends.

Improving quality: Good

The school has a well-established cycle of self-evaluation that provides senior leaders with a sound understanding of the school's strengths and areas that need improvement. The school's self-evaluation report is succinct and generally honest in its appraisal of the school. It uses a wide and appropriate range of first hand evidence including data analysis, lesson observations, work scrutiny and the views of parents and pupils. However, in a very few instances, the report is selective in its use of data and presents an overly positive picture of the school's performance.

Most middle leaders use a wide range of first hand evidence and produce effective self-evaluation reports that identify successfully many of the key areas for improvement. Most departments analyse data well. However, occasionally, a few departments are selective in their use of data and are too generous in their evaluations of specific aspects of teaching and assessment. Middle leaders are supported well in their self-evaluation reports by a worthwhile calendar of quality assurance meetings, and by their line-managers.

All middle leaders conduct lesson observations and scrutinise pupils' books appropriately. However, many concentrate too much on the processes involved in teaching and assessment and not enough on the quality of pupils' work, and the progress pupils make. Many departments collect valuable pupil opinion on the quality of teaching, and use it effectively, in their reports and to inform their improvement planning.

There is a clear link between the school's self-evaluation report and improvement plan. The plan is a valuable strategic document covering three years with "securing excellence" as the thread running throughout. Most targets are clear and measurable with appropriate time scales. Monitoring and evaluating strategies are generally robust, and the allocation of staff responsibilities clear.

Most departmental development plans link well to their self-evaluation reports and include whole school priorities. Senior leaders identify areas for improvement for departments to address, and many department plans provide useful actions to bring about the improvements required. However, a few of those plans do not address important subject specific areas for development, such as aspects of teaching and assessment, well enough. Nearly all departments set rigorous targets for improvements in pupil outcomes. However, targets and success criteria in a few other areas are not sufficiently robust. Most departmental plans allocate resources and responsibilities appropriately.

Partnership working: Good

The school has developed valuable working relationships with a wide range of partners. This helps to improve pupil outcomes, their attendance and wellbeing. Collaborative courses with a local college of further education, and local schools extend the options available to pupils. The school quality assures these courses and tracks and monitors the progress of pupils on them, well.

The school works purposefully with external agencies, such as the youth service, support for young carers and counselling services. This close co-operation contributes to the very low exclusion rates and the improved rates of attendance in the school. Links with the community are very positive and well developed. A wide range of local organisations offer pupils worthwhile experiences of the world of work and support vulnerable pupils who benefit from work placements. Links with feeder primary schools, including successful transition arrangements, allow pupils to settle quickly and make suitable progress.

The partnership between school and parents is strong. The valuable governor surveys, conducted at every parents' meeting, ensure that the school is informed well of parental opinion. The school responds appropriately to the results of the survey.

Resource management: Good

The school has an appropriate number of well-qualified and experienced teaching and support staff. These are deployed effectively to meet the needs of pupils. The school monitors its finances closely. The school's governors, headteacher and business manager review spending rigorously, and align it well to the school's priorities for improvement. However, the 2015-2016 financial year ended with a licenced budget deficit, partly due to falling numbers of pupils, and this is projected to increase in the current financial year.

The school makes effective use of its pupil deprivation grant to support the learning experiences of disadvantaged pupils, for example in providing additional tailored support to remove barriers to learning. This has led to significantly improved outcomes at key stage 4 for this group of pupils.

The school uses information from performance management reviews well to identify staff training needs. Nearly all staff benefit from a wide range of activities to develop their expertise, including a few learning support staff who have successfully completed foundation degrees.

There are beneficial arrangements for all teaching staff to share and develop their practice through professional networks in school and with other schools. This has been useful to the school in a number of ways including the implementation of the national literacy and numeracy framework.

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

Appendix 1

6664013 - WELSHPOOL HIGH SCHOOL

Number of pupils on roll	900
Pupils eligible for free school meals (FSM) - 3 year average	11.5
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils in Year 9 cohort	181	156	137	139		
Achieving the core subject indicator (CSI) (%)	85.6	87.2	91.2	95.0	92.2	85.9
Benchmark quartile	1	2	2	1		
English						
Number of pupils in cohort	181	156	137	139		
Achieving level 5+ (%)	90.6	89.1	92.7	95.7	94.3	89.2
Benchmark Quartile	1	3	3	2		
Achieving level 6+ (%)	52.5	48.7	62.0	64.7	67.0	56.2
Benchmark Quartile	2	4	2	2		
Welsh first language						
Number of pupils in cohort	7	5	*	*		
Achieving level 5+ (%)	100.0	100.0	*	*	93.3	92.0
Benchmark Quartile	1	1	*	*		
Achieving level 6+ (%)	28.6	40.0	*	*	33.3	57.2
Benchmark Quartile	4	4	*	*		
Mathematics						
Number of pupils in cohort	181	156	137	139		
Achieving level 5+ (%)	89.5	91.7	92.7	95.7	95.1	90.1
Benchmark Quartile	2	2	3	2		
Achieving level 6+ (%)	70.7	69.2	73.0	74.1	73.1	62.7
Benchmark Quartile	1	1	1	2		
Science						
Number of pupils in cohort	181	156	137	139		
Achieving level 5+ (%)	90.6	95.5	94.9	97.1	96.6	92.8
Benchmark Quartile	3	1	3	2		
Achieving level 6+ (%)	60.8	59.6	64.2	77.0	73.1	62.9
Benchmark Quartile	1	2	2	1		

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

. Denotes the data item is not applicable.

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

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

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

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

6664013 - WELSHPOOL HIGH SCHOOL

Number of pupils on roll	900
Pupils eligible for free school meals (FSM) - 3 year average	11.5
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils aged 15	192	187	179	151		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	62.5	59.9	65.9	70.2	69.3	60.2
Benchmark quartile	2	3	2	2		
Achieved the level 2 threshold	91.1	88.8	92.2	96.7	89.9	83.6
Benchmark quartile	1	3	2	1		
Achieved the level 1 threshold	98.4	100.0	99.4	100.0	98.3	95.3
Benchmark quartile	2	1	2	1		
Achieved the core subject indicator (CSI)	53.1	54.5	61.5	66.9	67.3	57.5
Benchmark quartile	3	4	3	2		
Average capped wider points score per pupil	360.9	361.4	361.8	378.4	362.0	344.2
Benchmark quartile	2	2	2	1		
Average capped wider points score plus per pupil	357.2	357.4	357.1	373.5	358.8	340.3
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	20.3	23.0	16.2	24.5	20.2	15.8
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	75.0	67.4	74.9	78.1	77.5	69.3
Benchmark quartile	1	4	2	2		
Achieved A*-C in mathematics	69.8	69.0	73.2	76.8	75.1	66.9
Benchmark quartile	2	2	1	2		
Achieved A*-C in science	60.9	75.9	93.3	94.7	90.7	82.3
Benchmark quartile	4	4	2	2		
Number of pupils aged 15 who entered Welsh First Language:	*	5	6	6		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	*	40.0	33.3	66.7	66.7	75.1
Benchmark quartile	*	4	4	3		

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

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

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

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

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

. Denotes the data item is not applicable.

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

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

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

6664013 - WELSHPOOL HIGH SCHOOL

Number of pupils on roll   900
Pupils eligible for free school meals (FSM) - 3 year average   11.5
FSM band   2 (10%<FSM<=15%)

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

	School				Family Average (2016)	Wales Average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils aged 15 eligible for free school meals	16	10	26	17		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	50.0	70.0	34.6	64.7	40.4	35.5
Achieved the level 2 threshold	81.3	90.0	76.9	88.2	73.1	70.9
Achieved the level 1 threshold	100.0	100.0	100.0	100.0	92.3	92.1
Achieved the core subject indicator (CSI)	37.5	70.0	23.1	64.7	38.9	32.7
Average capped wider points score per pupil	325.1	345.7	338.3	367.9	317.6	311.1
Average capped wider points score plus per pupil	322.7	343.8	330.9	361.4	312.5	305.2
Achieved five or more GCSE grades A*-A	6.3	10.0	3.8	17.6	6.7	4.5
Achieved A*-C in English	62.5	70.0	50.0	70.6	51.9	47.1
Achieved A*-C in mathematics	68.8	70.0	53.8	70.6	48.6	43.6
Achieved A*-C in science	50.0	80.0	80.8	94.1	80.3	71.7
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language: Achieved A*-C in Welsh	.	.	.	.	.	50.9

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

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

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

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

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

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6664013 - WELSHPOOL HIGH SCHOOL

Number of pupils on roll in sixth form   163

Key stage 5

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils aged 17	74	78	83	70		
Average wider points score per pupil	677.5	718.3	735.0	719.5	884.0	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	69	70	80	67		
Of those who entered a volume equivalent to 2 A levels: **Achieved the level 3 threshold**	100.0	100.0	100.0	100.0	98.5	98.0
Achieved 3 A*-A at A level or equivalent	4.3	10.0	2.5	6.0	7.4	6.6
Achieved 3 A*-C at A level or equivalent	40.6	65.7	56.3	52.2	71.7	70.9

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

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

More information is available on the Welsh Government website, My Local School, in the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf		
I feel safe in my school	230		112 49%	112 49%	5 2%	1 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%		
The school deals well with any bullying	229		51 22%	144 63%	31 14%	3 1%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	57%	15%	3%		
I have someone to talk to if I am worried	230		88 38%	121 53%	19 8%	2 1%		Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			38%	52%	9%	2%		
The school teaches me how to keep healthy	230		69 30%	142 62%	16 7%	3 1%		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	56%	18%	3%		
There are plenty of opportunities at school for me to get regular exercise	230		148 64%	78 34%	4 2%	0 0%		Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			44%	45%	9%	2%		
I am doing well at school	230		61 27%	159 69%	9 4%	1 0%		Rwy'n gwneud yn dda yn yr ysgol.
			32%	61%	5%	1%		
The teachers help me to learn and make progress and they help me when I have problems	230		86 37%	138 60%	5 2%	1 0%		Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	55%	6%	1%		
My homework helps me to understand and improve my work in school	230		34 15%	126 55%	58 25%	12 5%		Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	53%	22%	5%		
I have enough books and equipment, including computers, to do my work	230		115 50%	106 46%	9 4%	0 0%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	46%	7%	1%		
Pupils behave well and I can get my work done	230		12 5%	147 64%	60 26%	11 5%		Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	56%	27%	6%		
Staff treat all pupils fairly and with respect	230		65 28%	131 57%	32 14%	2 1%		Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	50%	17%	5%		

	Number of responses / Nifer o ymatebion		Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf		
The school listens to our views and makes changes we suggest	229		42 / 18%	158 / 69%	28 / 12%	1 / 0%		Mae'r ysgol yn gwrando ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	53%	25%	5%		
I am encouraged to do things for myself and to take on responsibility	230		94 / 41%	129 / 56%	6 / 3%	1 / 0%		Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%		
The school helps me to be ready for my next school, college or to start my working life	229		78 / 34%	133 / 58%	17 / 7%	1 / 0%		Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	9%	2%		
The staff respect me and my background	230		91 / 40%	130 / 57%	9 / 4%	0 / 0%		Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%		
The school helps me to understand and respect people from other backgrounds	228		78 / 34%	134 / 59%	16 / 7%	0 / 0%		Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%		
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	82		27 / 33%	42 / 51%	12 / 15%	1 / 1%		Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%		
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	30		17 / 57%	10 / 33%	3 / 10%	0 / 0%		Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	49%	16%	7%		

Responses to parent questionnaires

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod		
Overall I am satisfied with the school.	205	84 41%	112 55%	5 2%	3 1%	1		Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%			
My child likes this school.	205	88 43%	108 53%	5 2%	4 2%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%			
My child was helped to settle in well when he or she started at the school.	204	95 47%	100 49%	6 3%	3 1%	0		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%			
My child is making good progress at school.	205	77 38%	109 53%	12 6%	3 1%	4		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%			
Pupils behave well in school.	204	33 16%	126 62%	14 7%	3 1%	28		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%			
Teaching is good.	205	52 25%	136 66%	8 4%	1 0%	8		Mae'r addysgu yn dda.
		34%	59%	6%	1%			
Staff expect my child to work hard and do his or her best.	204	83 41%	108 53%	2 1%	2 1%	9		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		51%	46%	3%	1%			
The homework that is given builds well on what my child learns in school.	203	43 21%	120 59%	20 10%	5 2%	15		Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		32%	56%	10%	2%			
Staff treat all children fairly and with respect.	203	53 26%	109 54%	13 6%	3 1%	25		Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%			
My child is encouraged to be healthy and to take regular exercise.	205	69 34%	108 53%	10 5%	0 0%	18		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%			
My child is safe at school.	204	84 41%	107 52%	5 2%	2 1%	6		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	203	52 26%	101 50%	13 6%	12 6%	25		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	9%	3%			

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
I am kept well informed about my child's progress.	205	47 / 23%	115 / 56%	30 / 15%	1 / 0%	12	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	13%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	203	67 / 33%	111 / 55%	16 / 8%	1 / 0%	8	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	203	41 / 20%	113 / 56%	21 / 10%	1 / 0%	27	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	56%	12%	3%		
The school helps my child to become more mature and take on responsibility.	204	58 / 28%	110 / 54%	10 / 5%	1 / 0%	25	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	203	41 / 20%	90 / 44%	13 / 6%	5 / 2%	54	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	203	65 / 32%	109 / 54%	16 / 8%	4 / 2%	9	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	201	86 / 43%	97 / 48%	7 / 3%	2 / 1%	9	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Mr Tony Sparks	Reporting Inspector
Mr Richard Mark Tither	Team Inspector
Ms Mamta Arnott	Team Inspector
Mrs Bethan Whittall	Team Inspector
Mrs Justine Elaine Barlow	Lay Inspector
Ms Victoria Lambe	Peer Inspector
Mr Glyn Davies (Deputy Head)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh [1]
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

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[1] This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh[1] and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh[1] and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.