A report on

Caerleon Comprehensive School
Cold Bath Road
Caerleon
Newport City Council
NP18 1NF

Date of inspection: November 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 06/01/2017

Context

Caerleon Comprehensive School is an 11-18 mixed community school maintained by Newport local authority. The majority of pupils come from the town of Caerleon and others from Usk, Goytre and Little Mill in Monmouthshire, Ponthir in Torfaen, and Langstone in Newport. Just over 6% of pupils are eligible for free school meals, which is well below the national average of 17.4%. Around 6% of pupils live in the 20% most deprived areas in Wales. Most pupils speak English as their first language and come from a white, British background.

The percentage of pupils with special educational needs is around 17% that is well below the national average of 25.1%. The percentage of pupils who have a statement of special educational needs is 2%, which is below the national average of 2.5%.

There are currently 1,521 pupils on role, including 358 in the sixth form, which is less than at the time of the last inspection in March 2011 when there were 1,671 pupils on roll.

The senior leadership team consists of the headteacher, who has been in post since September 2015, a deputy headteacher and four assistant headteachers.

The individual school budget per pupil for Caerleon Comprehensive School in 2016-2017 means that the budget is £4,294 per pupil. The maximum per pupil in the secondary schools in Newport is £7,917 and the minimum is £4,164. Caerleon Comprehensive School is eighth out of the nine secondary schools in Newport in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Since 2013, performance in most indicators, including those that include English and mathematics, has fluctuated and despite slight improvements in 2016 compares less favourably with performance in similar schools
- Performance in mathematics has consistently been better than that in similar schools
- Pupils with additional learning needs are supported well and generally make strong progress
- The proportion of pupils achieving five GCSE passes at grades A* or A compares favourably with that in other schools
- Performance in the sixth form has consistently been strong
- Most pupils have a positive attitude to their learning

However:

- Overall, pupils make less progress than expected from previous key stages
- The performance of pupils eligible for free school meals does not compare favourably with that of the same pupils in similar schools or schools nationally
- Attendance has been below modelled outcomes in each of the last four years
- Provision for the development of pupils' literacy and numeracy skills is underdeveloped
- There is too much variability in the quality of teaching
- The school does not have a sufficiently robust and timely approach to dealing with bullying
- Learning is affected in a minority of lessons by low level disruption

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear and shared vision based on strengthening provision and improving outcomes for pupils
- Since the appointment of the current headteacher, accountability within the school has increased and underperformance has been challenged robustly
- The roles and responsibilities of senior leaders are equitable, understood well and aligned suitably with the school's improvement priorities
- Senior and middle leaders have a developing understanding of their roles in quality assurance

However:

- The school is overly generous in evaluating its performance and does not always identify precisely enough aspects most in need of improvement
- A minority of middle leaders are not sufficiently robust when they evaluate the work of their teams
- The strategic co-ordination and oversight of the school's pastoral work have not been strong enough
- The level of debt and high total staffing costs place the school in a weak financial position

Recommendations

R1 Raise standards at key stage 4

R2 Strengthen procedures for dealing with bullying and low-level disruption of learning

R3 Improve the quality of teaching, including supporting the development of pupils' literacy and numeracy skills

R4 Improve leadership at all levels, including the rigour and accuracy of self-evaluation and improvement planning

R5 Provide robust financial management to ensure that there is no negative impact on the quality of education the school provides

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

In 2016, pupil performance at key stage 4 improved slightly in many indicators. However, performance in 2016 is lower than in 2013 in a majority of those indicators. Performance in 2016 places the school in the lower 50% of similar schools in many indicators after having placed it in the top 25% in the majority of indicators in 2013. In each of the last three years, pupils have made less progress than expected from previous key stages in nearly every indicator and significantly less in half of the indicators.

Performance in the level 2 threshold including English and mathematics fell between 2013 and 2015 but improved very slightly in 2016. In 2016, this places the school in the lower 50% of similar schools after having placed it in the top 25% in 2013. It is also below modelled outcomes for the second year running.

Performance in the capped points score is the same in 2016 as in 2013. However, in 2016, this places the school in the lower 50% of similar schools whereas in 2013 it placed the school in the top 25% of similar schools. Performance in this indicator is below modelled outcomes for the third year running. Pupils' performance in the level 2 threshold also fell between 2013 and 2016. In 2015, this placed the school in the bottom 25% of similar schools and was below the national average. The slight improvement in 2016 places the school in the lower 50% of similar schools. The proportion of pupils achieving five A*-A grades at GCSE has consistently been higher than that in similar schools.

At key stage 3, the proportion of pupils who achieved the core subject indicator fell in 2016.

At key stage 3, girls perform better than girls in similar schools in the majority of indicators and better than boys in nearly all indicators. Nevertheless, boys' performance is better than the average for boys in similar schools in many indicators. At key stage 4, the performance of boys has improved in half of the indicators since 2013. However, their performance remains below the average for boys in similar schools in many of those indicators. The performance of girls is lower than in 2013 in all indicators and below the average for girls in similar schools in many indicators. Since 2013, the performance of boys and of girls has fallen considerably in English and has been below the average for boys and girls respectively, in similar schools in each of the last two years.

Pupils with specific learning difficulties make strong progress.

Between 2013 and 2016, at key stage 3, the performance of pupils eligible for free school meals in the core subject indicator improved substantially. At key stage 4, the performance of pupils eligible for free school meals improved in many indicators between 2013 and 2016. However, performance is below the average for this group

of pupils in similar schools in many indicators and below the national average in the majority.

Performance in the sixth form has consistently been strong. The proportion of pupils achieving three A level or the equivalent passes at grades A*-C has increased in each of the last three years and been above the average for similar schools and schools nationally. Similarly, performance in the average wider points score and at level 3 has been above the average for similar schools and schools nationally in each of the last three years.

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.

Most pupils listen to their teachers well with suitable attention and respect. Many do so to their peers particularly when working in pairs or small groups. Many pupils recall prior learning well and, when given the opportunity, apply their knowledge and skills suitably in new contexts.

Many pupils are able to provide brief verbal responses to the teachers' questions. They are happy to share their ideas and opinions and to be part of a class discussion. However, a minority of pupils remain passive in their learning and are reluctant to share their views or to answer questions. A few pupils are far more articulate. They use a wide and sophisticated vocabulary in well-developed and sustained verbal contributions.

Many pupils have a useful range of reading strategies such as skimming and scanning to select relevant information. A few pupils are able to synthesise information well from a range of different sources. This enhances their understanding of a range of topics such as the Russian revolution and the moral issues associated with different religious traditions.

A majority of pupils produce writing that is well structured and technically secure. A few, more able pupils, produce writing that is well crafted and engaging. However, far too few pupils take sufficient responsibility for improving the content and technical accuracy of their writing. A minority of pupils, most commonly boys, produce writing that is underdeveloped and occasionally unfinished, and contains too many basic errors.

A majority of pupils have sound number skills. However, other than in basic measurement, the construction of a range of graphs and straightforward data handling, most pupils do not develop their skills sufficiently in lessons other than mathematics. In general, pupils do not use and develop their ICT skills well enough across the curriculum at key stage 3.

Pupils' performance in Welsh at key stage 3 has been strong over the last three years. Since 2013, at key stage 4, nearly all of the few pupils who follow the full course achieve a level 2 qualification. In 2016, a majority achieved a grade A or A* pass. Although performance in the short course has fallen in each of the last two years, it remains slightly above the national average. Most pupils have a positive

attitude to learning Welsh, although they make limited use of the language outside of Welsh lessons.

Wellbeing: Adequate

Most pupils feel safe in school. However, a minority of pupils do not feel that the school deals well with bullying.

Most pupils arrive punctually to lessons and many have a positive attitude to their learning. Many pupils participate regularly in a suitable range of sporting and extra-curricular activities, for example, through the Duke of Edinburgh Award scheme and the 5x60 programme. However, a minority of pupils do not feel that there are sufficient opportunities for them to get regular exercise.

Many pupils are courteous and respectful towards one another and their teachers. A majority have appropriate social and life skills. They demonstrate care for others, work well as part of a group and take responsibility for their work. However, a minority of pupils disrupt the learning of others.

The school council is involved in a few aspects of the work of the school. However, overall, pupils are not sufficiently involved in decision-making about their life in school, including aspects of teaching and learning.

The number of fixed-term exclusions is low and has declined steadily over the past three years. However, pupils' attendance has been below modelled outcomes for the past three years. In 2016, this places the school in the bottom 25% of similar schools. Girls' attendance is well below that of boys and also below the average for girls in similar schools

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The school provides a valuable range of learning experiences for all pupils. In key stage 4 and in the sixth form, pupils are able to choose from a suitable range of general and vocational courses. At key stage 3, there is a strong emphasis on the development of modern foreign languages.

The school provides an appropriate range of extra-curricular activities that includes inter-house competitions and charity work. This allows pupils useful opportunities to enhance their learning experiences.

Very recently, the school has taken steps to improve provision for supporting pupils in developing their literacy and numeracy skills. However, progress in implementing the national framework has been far too slow and remains underdeveloped. This includes the support for pupils with weaker skills. Over the last year, the school has taken appropriate steps to support the development of ICT across the curriculum, for example with the introduction of the digital toolkit. However, this has not had time to impact on standards in key stage 3.

Provision for Welsh at key stage 3 and key stage 4 is organised well and enables pupils to make suitable progress. At key stage 4, the school enters nearly all pupils for either the full or short course GCSE Welsh examination. The school has made suitable progress in developing bilingualism and providing opportunities for pupils to widen their understanding of the language and culture of Wales. This includes the school Eisteddfod and useful links with the Urdd.

The school makes a useful contribution to developing pupils' awareness of global citizenship, through subject areas and a range of extra-curricular opportunities such as the 'Africamp' scheme. However, the school's planning for educating pupils about sustainable development is at a very early stage

Teaching: Adequate

Nearly all teachers demonstrate sound subject knowledge, are effective language models and foster positive working relationships with pupils. However, there is too much variation in the quality of teaching. Consequently, it has not had enough impact on the standards that pupils achieve, and particularly on the progress they make.

In a few lessons where teaching is most effective, teachers have high expectations of their pupils and present them with a suitably high level of challenge. They match tasks and resources well to meet the needs of pupils of all abilities and there is a brisk pace to learning. Teachers ask incisive questions that probe pupils' understanding and challenge them to develop their thinking skills and verbal responses. In these lessons, pupils make very good progress.

In a majority of lessons, teachers use an appropriate range of strategies and resources to engage pupils. In these lessons, the pace of learning is helpful to most pupils. Teachers ask suitable questions to determine pupils' knowledge and recall, and they monitor their progress well.

In a minority of lessons, pupils do not make enough progress. This is often because teachers do not plan successfully to meet the needs of all pupils and ask too many closed questions. The low level of challenge and slow pace to learning frequently result in off-task behaviour and disruption to other pupils' learning. When this occurs, too few teachers manage the situation effectively

Many teachers offer helpful verbal feedback to pupils during lessons. The majority of teachers provide pupils with useful written feedback and time to reflect on it so that they make suitable improvements to their work. However, the quality of teachers' feedback overall is too variable and does not have enough impact on the standards that pupils achieve. A minority of marking is perfunctory and often simply related to effort. This does not provide pupils with clear guidance on how to improve their work.

In the majority of subjects, there are relevant opportunities for pupils to learn by assessing their own work and that of others. However, there is frequent over reliance on this type of assessment rather than on worthwhile comments from the teacher.

The school has a suitable system to track pupils' progress across all subjects. Reports to parents are clear and informative, and identify strengths, weaknesses and targets for improvement. However, they do not report consistently on the development of pupils' literacy and numeracy skills

Care, support and guidance: Adequate

The school has suitably co-ordinated provision for care, support and guidance. This includes the very recent introduction of a useful behaviour management policy. However, a minority of teachers do not apply this policy consistently. This contributes to low-level disruption in lessons that interferes with the learning of other pupils. In addition, the school does not have a sufficiently robust and timely approach to dealing with bullying and strategies to improve attendance have not had enough impact.

Assemblies, tutorial sessions and religious education lessons support pupils' spiritual, moral and cultural development suitably.

The school makes a useful contribution to pupils' social development through a wide range of extra-curricular activities. The school makes appropriate arrangements for promoting healthy eating and drinking.

Additional learning needs staff have detailed knowledge of individual pupils and this is communicated well to teachers. Teaching assistants provide well-targeted support for individuals and for groups of pupils. The school reviews and revises targets in individual development plans at appropriate intervals and uses these plans effectively to meet pupils' needs. Consequently, pupils who have specific learning difficulties make strong progress.

The school does not always provide timely or suitable information, guidance and support to pupils regarding key stage 4 options and choosing courses in the sixth form. This means that pupils do not always follow the courses that are most appropriate for them.

The school's policies for safeguarding pupils meet requirements. However, procedures for dealing with bullying are not sufficiently robust or timely.

Learning environment: Adequate

The school promotes an inclusive ethos where pupils and teachers show respect for each other. Pupils receive equal access to academic and extra-curricular opportunities irrespective of their background and ability. There are suitable policies in place to promote equality and good behaviour.

The accommodation in the older part of the school is in a poor state of repair. Toilets in these buildings are in a poor condition. Despite a rolling maintenance programme, the buildings in this part of the school are not maintained well enough. However, the newer buildings are sufficient for current pupil numbers and good use is made of them. The library provides a vibrant learning environment and pupils of different ages and abilities make good use of it. There are seven computer suites, which have

reasonably modern equipment and are fit for purpose. Corridor and classroom displays celebrate pupils' achievements well and encourage others to perform to their best.

The school grounds are extensive. The school fences are in good order and the site is secure

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

Leadership: Adequate

Since her appointment in September 2015, the headteacher has communicated clearly a resolute vision based on strengthening provision and improving outcomes for pupils. This has resulted in a stronger focus on key priorities across the school, such as developing pupils' skills, improving their behaviour in lessons and increasing professional development opportunities for staff. In addition, the headteacher has challenged robustly underperformance by staff.

In September 2016, the headteacher restructured the senior leadership team. As a result, the roles and responsibilities of senior leaders are more equitable and align better to the school's needs. Furthermore, the levels of accountability across the school have increased. For example, regular raising of standards meetings take place between senior and middle leaders to identify and monitor key action points in subject departments. However, the strategic co-ordination and oversight of the school's pastoral work have not been strong enough. Consequently, the school's systems and processes for monitoring attendance, following up on bullying and dealing with poor behaviour, have not been quick enough to identify and deal with issues.

Arrangements for performance management have improved since the appointment of the new headteacher. Staff objectives now align suitably with the school's improvement priorities and link clearly to the professional development programme. However, overall, there is too much variation in the quality and degree of challenge in the objectives set for staff.

The school's approach to setting whole-school and departmental targets is inconsistent and not sufficiently challenging. This includes comparing subject performance targets with national averages.

A majority of middle leaders provide secure leadership and offer appropriate provision and support for pupils. However, in a minority of areas, expectations for pupils' outcomes are not high enough and the monitoring of pupils' progress is weak. As a result, too many middle and lower ability pupils do not achieve their full potential.

Governors are fully committed to supporting the school. They now receive detailed information and are beginning to challenge the school more effectively about certain aspects of its performance. However, overall, governors have not challenged the school sufficiently in key areas such as standards, attendance, behaviour and financial management

Improving quality: Adequate

The school has recently improved arrangements to support self-evaluation and improvement planning. However, there has not been enough time for these to impact on important areas of its work, such as the quality of teaching and the standards that pupils achieve.

The school's self-evaluation report is a substantial document and contains a wide range of information. However, it is too descriptive and does not provide a sufficiently accurate and robust appraisal of the school's work. The school is overly generous in many of its judgements, including pupils' performance, the standard of their wellbeing and the quality of teaching. Consequently, leaders do not always identify precisely enough aspects most in need of improvement such as the attendance of girls and low-level disruption in a minority of lessons.

Senior leaders have recently improved procedures to support leaders at all levels in their use of data. As a result, middle leaders have an improved understanding of pupil performance.

The school has recently revised its procedures for monitoring and evaluating the quality of teaching and learning. However, when evaluating the quality of teaching, senior and middle leaders do not consider well enough the impact of that teaching on the progress that pupils make. This does not allow senior leaders to have a realistic view of the standard of teaching or to identify well enough what needs to be improved.

The school has recently strengthened departmental self-evaluation. However, the majority of middle leaders are not sufficiently robust when they evaluate the work of their departments, particularly the quality of teaching and the standards that pupils achieve. As a result, their self-evaluation reports do not provide an accurate analysis of strengths and areas for improvement.

Whilst the link between self-evaluation and improvement planning at whole-school and departmental level is not always clear, most plans include suitable areas for improvement. However, actions to bring about those improvements are frequently not precise or robust enough. Many success criteria are simply actions and the plans lack useful milestones for monitoring and reviewing progress.

The school's self-evaluation arrangements do not take sufficient account of pupil and parental views. Feedback from surveys shows concern for important areas of the school's work, such as behaviour, marking and communication. However, the school does not use this valuable feedback to inform improvement planning well enough

Partnership working: Adequate

The school has established helpful relationships with a suitable range of partners. The majority of these support successfully pupils' wellbeing and improve their learning experiences.

Partnerships with external agencies are beneficial in the support they provide for vulnerable pupils including those at risk of disengaging from education.

Well-established partnerships with primary schools ensure that most pupils make a smooth transition to secondary school and settle quickly. However, transition activities focus primarily on the wellbeing of pupils and not on the progressive development of their literacy and numeracy skills.

The partnership with parents is under-developed. A minority of parents feel that the school does not communicate effectively with them, including about their child's progress.

The partnership with other schools and the local college provides key stage 4 and post 16 pupils access to an appropriate range of courses. However, the procedures to quality assure this provision and to monitor the impact on pupils are not sufficiently robust.

The school has productive partnerships with the local community, for instance the Friends of Caerleon, and valuable links with industry. This enables a few pupils to gain experience of work related learning situations, such as with the British Broadcasting Company (BBC Wales) orchestra and involvement in engineering projects.

Resource management: Adequate

The school possesses suitably qualified teachers and generally deploys them appropriately to make best use of their subject expertise.

The school provides suitable professional development opportunities for teaching and support staff. Senior and middle leaders are beginning to receive relevant training opportunities to develop their leadership skills. In addition, the school has developed a number of internal and external networks to share and learn from best practice in areas such as digital technology, modern foreign languages and English. However, most of these initiatives are recent developments and they have not led to any significant improvements in pupil outcomes.

The school has not managed its finances efficiently in the past. As a result, it has a substantial loan to repay over ten years. Appropriate plans and budget controls are in place to ensure that current spending is within agreed limits. However, the level of debt and high total staffing costs mean that the school is in a weak financial position.

The school allocates grant funding appropriately to support priorities for improvement. However, over the last year, action planning and the monitoring of spending have not been robust enough to evaluate the impact of plans on pupil outcomes. The school's use of its Pupil Deprivation Grant has not led to sufficient or sustained improvements in the performance of pupils who may be disadvantaged by poverty.

In light of the adequate standards that pupils achieve and the school's current financial position, the school offers adequate value for money.

Appendix 1

6804059 - Caerleon Comprehensive School

Number of pupils on roll	1518
Pupils eligible for free school meals (FSM) - 3 year average	6.1
FSM band	1 (FSM<=10%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils in Year 9 cohort	235	237	246	247		
Achieving the core subject indicator (CSI) (%)	85.5	87.3	93.1	89.9	93.4	85.9
Benchmark quartile	3	4	2	4		
English						
Number of pupils in cohort	235	237	246	247		
Achieving level 5+ (%)	92.3	93.7	96.3	91.9	95.3	89.2
Benchmark Quartile	2	2	1	4		
Achieving level 6+ (%)	61.3	63.3	75.6	66.8	70.4	56.2
Benchmark Quartile	2	2	1	3		
Welsh first language						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	91.8	92.0
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	34.7	57.2
Benchmark Quartile	.	.	.	.		
Mathematics						
Number of pupils in cohort	235	237	246	247		
Achieving level 5+ (%)	91.5	92.0	96.3	97.6	96.2	90.1
Benchmark Quartile	2	3	1	1		
Achieving level 6+ (%)	71.5	74.7	81.7	84.6	76.9	62.7
Benchmark Quartile	1	2	1	1		
Science						
Number of pupils in cohort	235	237	246	247		
Achieving level 5+ (%)	89.4	95.8	94.7	97.6	97.1	92.8
Benchmark Quartile	4	3	4	3		
Achieving level 6+ (%)	56.6	70.9	67.1	76.5	77.1	62.9
Benchmark Quartile	3	2	3	2		

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.

6804059 - Caerleon Comprehensive School

Number of pupils on roll	1518
Pupils eligible for free school meals (FSM) - 3 year average	6.1
FSM band	1 (FSM<=10%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 15	250	282	250	237		
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	70.4	75.5	72.4	67.9	75.4	57.9
Benchmark quartile	2	1	2	3		
Achieved the level 2 threshold	83.2	85.5	85.6	81.9	92.7	84.1
Benchmark quartile	3	3	3	4		
Achieved the level 1 threshold	96.4	97.9	98.8	98.3	98.6	94.4
Benchmark quartile	3	3	3	3		
Achieved the core subject indicator (CSI)	69.6	69.9	68.8	65.8	73.1	54.8
Benchmark quartile	2	1	2	3		
Average capped wider points score per pupil	361.7	373.7	368.3	361.5	375.8	343.5
Benchmark quartile	2	1	2	3		
Average capped wider points score plus per pupil	359.7	371.2	366.0	358.9	372.9	338.7
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	34.4	37.9	30.8	31.2	29.1	16.6
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	83.6	82.6	81.6	79.7	83.3	68.6
Benchmark quartile	1	1	2	2		
Achieved A*-C in mathematics	75.6	81.6	76.0	76.4	81.4	64.4
Benchmark quartile	2	1	2	2		
Achieved A*-C in science	85.2	78.7	84.0	83.5	92.8	84.0
Benchmark quartile	2	3	3	3		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language: Achieved A*-C in Welsh	.	.	.	.	.	75.2
Benchmark quartile	.	.	.	.		

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

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

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

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

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

. Denotes the data item is not applicable.

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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.

6804059 - Caerleon Comprehensive School

Number of pupils on roll   1518
Pupils eligible for free school meals (FSM) - 3 year average   6.1
FSM band   1 (FSM<=10%)

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

	School				Family Average (2015)	Wales Average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 15 eligible for free school meals	12	8	12	12		
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	25.0	12.5	33.3	16.7	41.9	31.6
Achieved the level 2 threshold	58.3	50.0	58.3	41.7	76.9	69.4
Achieved the level 1 threshold	91.7	75.0	100.0	83.3	94.9	89.4
Achieved the core subject indicator (CSI)	25.0	12.5	33.3	16.7	40.2	29.3
Average capped wider points score per pupil	292.6	273.4	326.6	267.5	327.9	303.7
Average capped wider points score plus per pupil	284.0	269.9	322.2	259.7	322.8	296.4
Achieved five or more GCSE grades A*-A	0.0	12.5	16.7	8.3	4.3	4.3
Achieved A*-C in English	58.3	25.0	50.0	41.7	57.3	45.1
Achieved A*-C in mathematics	25.0	25.0	41.7	33.3	53.8	39.2
Achieved A*-C in science	58.3	50.0	75.0	58.3	82.9	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language: Achieved A*-C in Welsh	.	.	.	.	.	51.5

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

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

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

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

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

. Denotes the data item is not applicable.

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

6804059 - Caerleon Comprehensive School

Number of pupils on roll in sixth form   324

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 17	176	180	147	163		
Average wider points score per pupil	1086.1	1080.2	1074.6	1140.8	987.6	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	173	184	145	163		
Of those who entered a volume equivalent to 2 A levels: **Achieved the level 3 threshold**	99.4	96.7	100.0	100.0	97.6	97.0
Achieved 3 A*-A at A level or equivalent	9.8	9.2	10.3	10.4	10.8	7.9
Achieved 3 A*-C at A level or equivalent	86.7	84.2	88.3	95.1	79.4	68.1

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	663		198 30%	408 62%	50 8%	7 1%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%		
The school deals well with any bullying	662		70 11%	321 48%	210 32%	61 9%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	57%	15%	3%		
I have someone to talk to if I am worried	660		171 26%	352 53%	107 16%	30 5%		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	660		83 13%	283 43%	242 37%	52 8%		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	660		214 32%	264 40%	145 22%	37 6%		Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			44%	45%	9%	2%		
I am doing well at school	661		210 32%	400 61%	37 6%	14 2%		Rwy'n gwneud yn dda yn yr ysgol.
			32%	61%	5%	1%		
The teachers help me to learn and make progress and they help me when I have problems	660		192 29%	386 58%	65 10%	17 3%		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	663		91 14%	312 47%	196 30%	64 10%		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	659		181 27%	298 45%	122 19%	58 9%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	46%	8%	1%		
Pupils behave well and I can get my work done	661		54 8%	323 49%	212 32%	72 11%		Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	56%	27%	6%		

	Number of responses / Nifer o ymatebion		Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf		
Staff treat all pupils fairly and with respect	661		105 16%	315 48%	177 27%	64 10%		Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	50%	17%	5%		
The school listens to our views and makes changes we suggest	657		50 8%	253 39%	253 39%	101 15%		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	656		222 34%	365 56%	59 9%	10 2%		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	658		164 25%	349 53%	111 17%	34 5%		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	658		156 24%	384 58%	86 13%	32 5%		Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%		
The school helps me to understand and respect people from other backgrounds	658		159 24%	364 55%	112 17%	23 3%		Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%		
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	252		40 16%	97 38%	80 32%	35 14%		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	223		39 17%	95 43%	59 26%	30 13%		Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%		

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod		
Overall I am satisfied with the school.	302	73 24%	181 60%	40 13%	8 3%	5		Rwy'n fodlon â'r ysgol yn gyffredinol.
			43%	50%	5%	1%		
My child likes this school.	301	102 34%	174 58%	20 7%	5 2%	4		Mae fy mhlentyn yn hoffi'r ysgol hon.
			47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	296	122 41%	154 52%	18 6%	2 1%	11		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.	289	95 33%	167 58%	24 8%	3 1%	17		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			45%	49%	5%	1%		
Pupils behave well in school.	266	48 18%	152 57%	47 18%	19 7%	37		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			24%	60%	12%	3%		
Teaching is good.	286	51 18%	195 68%	36 13%	4 1%	20		Mae'r addysgu yn dda.
			34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	290	98 34%	171 59%	18 6%	3 1%	16		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.	273	49 18%	168 62%	50 18%	6 2%	32		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.	266	61 23%	154 58%	39 15%	12 5%	40		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.	282	57 20%	161 57%	51 18%	13 5%	25		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.	287	81 28%	178 62%	17 6%	11 4%	18		Mae fy mhlentyn yn ddiogel yn yr ysgol.
			43%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	231	56 24%	106 46%	48 21%	21 9%	67		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			37%	52%	9%	2%		

	Number of responses / Nifer o ymatebion		Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod		
I am kept well informed about my child's progress.	293		48	161	73	11	13		Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			16%	55%	25%	4%			
			34%	51%	12%	3%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	294		72	171	45	6	12		Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			24%	58%	15%	2%			
			43%	48%	7%	2%			
I understand the school's procedure for dealing with complaints.	246		39	154	45	8	61		Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
			16%	63%	18%	3%			
			31%	56%	11%	2%			
The school helps my child to become more mature and take on responsibility.	275		66	169	34	6	28		Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
			24%	61%	12%	2%			
			38%	55%	6%	1%			
My child is well prepared for moving on to the next school or college or work.	222		53	113	40	16	81		Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
			24%	51%	18%	7%			
			32%	55%	11%	2%			
There is a good range of activities including trips or visits.	292		81	152	49	10	14		Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			28%	52%	17%	3%			
			37%	51%	10%	2%			
The school is well run.	269		52	162	45	10	35		Mae'r ysgol yn cael ei rhedeg yn dda.
			19%	60%	17%	4%			
			42%	50%	5%	2%			

Appendix 3

The inspection team

Tony Sparks	Reporting Inspector
Daniel Owen	Team Inspector
Mark Evans	Team Inspector
Robert Davies	Team Inspector
Heledd Thomas	Team Inspector
Sion Peters-Flyn	Team Inspector
Jayne Edwards	Team Inspector
Matthew Evans	Lay Inspector
Charlotte Robins	Peer Inspector
Gavin Jones (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.