

Report summary for parents and carers on Llanwern High School

Date of inspection: 27/04/2026

Summary

Staff at Llanwern High School work hard to offer pupils of all abilities and backgrounds a supportive environment based upon care and mutual respect. Many staff, at all levels, understand the school's vision of providing 'nurture, growth and success'. As a result, many pupils feel safe in school and behave appropriately in lessons. Despite some improvement since 2023-2024, pupils' attendance has remained well below that of similar schools. Attendance in the sixth form is also too low.

The school has suitable processes to help pupils with additional learning needs (ALN), including an alternative curriculum programme in a suitably calm environment. However, not all of these pupils have sufficient access to mainstream provision. Pupils with autistic spectrum condition are supported appropriately in the school's specialist resource base. Most of them develop positive attitudes to learning and many make at least the progress expected.

In a majority of lessons, teaching helps pupils to make the progress they should while a very few, mostly older pupils, make stronger progress. In these lessons, purposeful relationships between teachers and pupils create a generally productive and supportive atmosphere. This helps pupils to engage with their learning and feel less anxiety about making errors. In a minority of lessons, shortcomings in teaching do not allow pupils to make the progress they could. This is usually because teachers' expectations of what pupils can do and how they should behave are too low.

The school's coordination of and provision for the progressive development of pupils' literacy and numeracy skills are underdeveloped. Overall, there are limited opportunities for pupils to apply and develop these skills in worthwhile and appropriately challenging contexts. This includes reading, though the school does recognise the importance of it to pupils' attainment, life chances and well-being.

The school's senior leaders have started to establish a positive culture around improved behaviour and attendance. Most leaders at all levels are strongly committed to the school. However, their roles and responsibilities are not equitable, and they are not all held to account robustly enough for the quality of their work. As a result, the effectiveness of leadership is too variable across the school.

Prudent financial management has secured a stable and sustainable financial situation that benefits the school. Grant funding is used appropriately though currently the impact on the outcomes of pupils eligible for free school meals remains below that of similar schools. Governors are committed advocates for the school, though their understanding of the school's work is too limited.

The inspection team brought a couple of safeguarding issues to the school's attention. Copy summary section of main report.

Recommendations and next steps

We have made six recommendation to help the school continue to improve:

R1 Address the safeguarding issues identified during the inspection

R2 Improve attendance

R3 Improve teaching so that all pupils are challenged to make good progress

R4 Strengthen the leadership of, and provision for, the progressive development of pupils' reading, oracy and writing skills across the curriculum

R5 Strengthen the leadership of, and provision for, the progressive development of pupils' numeracy skills in relevant subjects

R6 Strengthen processes for self-evaluation, improvement planning and accountabilityAdd in recommendations

The school will draw up an action plan to address the recommendations from the inspection.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the **full report**

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