

From: [Robert Gairey](#) on behalf of [Enquiries](#)
To:
Subject: 19 22 01 Newport High School
Date: 20 March 2023 12:36:00
Attachments: [Newport High School - monitoring reports.pdf](#)

Dear

Thank you for your further email. In accordance with your request, I have collated the interim monitoring reports for Newport High School for your information.

Yours sincerely

Robert Gairey
Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

Estyn
Arolygiaeth Ei Fawrhydi Dros Addysg A Hyfforddiant yng Nghymru His Majesty's Inspectorate For Education and Training in Wales

Cyfeiriad: Llys Angor, Heol Keen, Caerdydd, CF24 5JW
Address: Anchor Court, Keen Road, Cardiff, CF24 5JW Ffôn Estyn/Estyn Phone: 02920 446309
E-bost/E-mail: robert.gairey@estyn.gov.wales

Gwefan/Website: www.estyn.llyw.cymru / www.estyn.gov.wales Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth. Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

Dilynwch [@EstynAEM](#) / Follow [@EstynHMI](#)

-----Original Message-----

From:
Sent: 20 March 2023 09:00
To: Enquiries <Enquiries@estyn.gov.uk>
Subject: Re: Newport High School

RHYBUDD: Deilliodd yr e-bost hwn o du allan i system E-bost ESTYN. Peidiwch ag ateb, na chlicio ar ddolenni nac agor atodiadau oni bai eich bod yn adnabod cyfeiriad e-bost yr anfonwr ac yn gwybod bod y cynnwys yn ddiogel. WARNING: This email originated from outside ESTYN's email system. Do not reply, click links or open attachments unless you recognise the sender's email address and know the content is safe.

Hi Robert,

Thank you so much for getting back to me so quickly.

I would like to request the interim findings under the freedom of information act if possible please.

Kind regards

> On 20 Mar 2023, at 08:40, Enquiries <Enquiries@estyn.gov.uk> wrote:
>
> Dear
>

> Thank you for your email to the Estyn Enquiries inbox. I can confirm that Newport High School remains currently in special measures, and we continue to monitor on a termly basis. Although we continue to visit the school, under current arrangements we do not publish the findings of these visits, although we do publish the reports of findings when a school is removed from special measures. If however you would like to put in a Freedom of Information request for interim findings, please let me know, and I shall investigate when can be released under these arrangements.

>

> Yours sincerely

>

> Robert

>

> _____

>

> Robert Gairey

> Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

>

> Estyn

> Arolygiaeth Ei Fawrhydi Dros Addysg A Hyfforddiant yng Nghymru His Majesty's Inspectorate For Education and Training in Wales

>

> Cyfeiriad: Llys Angor, Heol Keen, Caerdydd, CF24 5JW

> Address: Anchor Court, Keen Road, Cardiff, CF24 5JW Ffôn Estyn/Estyn Phone: 02920 446309

> E-bost/E-mail: robert.gairey@estyn.gov.wales

>

> Gwefan/Website: www.estyn.llyw.cymru / www.estyn.gov.wales Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

> Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

>

>

> Dilynwch @EstynAEM / Follow @EstynHMI

>



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

**Report following monitoring
Level of follow-up: Special measures**

**Newport High School
Bettws Lane
Newport
NP20 7YB**

Date of visit: September 2018

by

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

Outcome of visit

Newport High School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection. As a result, Her Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Raise standards, particularly at key stage 4 and in the sixth form

Inspectors did not evaluate this recommendation during this visit.

R2. Improve the quality of teaching and assessment

Inspectors did not evaluate this recommendation during this visit.

R3. Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils

Since the core inspection, the school has established useful working parties for literacy, numeracy and digital competence and a steering group oversees their work suitably. Roles and responsibilities are well understood and this is helping to improve the coordination and planning for the development of pupils' skills. Working

party members have assumed responsibility for developing and sharing resources and teaching approaches within their subject departments. Subject leaders have mapped framework skills across many schemes of learning appropriately.

Using a range of first hand evidence, coordinators have begun to identify relevant priorities for the development of skills. They have provided staff with suitable training and resources, and have organised opportunities throughout the year to present and share ideas for the teaching of skills. However, it is too soon to judge the impact of these new arrangements and initiatives on the progressive development of pupils' skills.

Overall, planning to develop pupils' literacy and numeracy skills lacks sufficient clarity and does not focus well enough on the progressive development of pupils' skills across the curriculum. Quality assurance activities do not focus sharply enough on the quality of provision or its impact, particularly in cross-curricular contexts. This hinders how effectively leaders can identify training needs and areas for development. As a result, the effect of teaching on the development of pupils' skills outside of English, mathematics and ICT is too variable.

In Year 7, pupils now receive dedicated lessons in English and schemes of learning for English have been revised appropriately. Leaders have strengthened arrangements for curricular transition, for example by delivering bridging units for English. The school has also revised its approach to cross-curricular learning in humanities in Year 7. However, it is too early to judge the impact of this and other curricular initiatives on the development of pupils' skills.

All departments have reviewed examination performance at GCSE to identify skills which pupils need to develop progressively from an early stage. For example, this has had a positive impact on pupils' resilience when writing at length, particularly at key stage 4 in English. However, this approach occasionally focusses too much on outcomes at key stage 4 and is not yet having enough impact across the full age range. The school's provision for ensuring that pupils develop their numeracy skills across an appropriate range of subjects is at a very early stage of development.

R4. Strengthen the co-ordination of provision for pupils with additional learning needs

Since the core inspection, the school has taken appropriate steps to improve the coordination of provision for pupils with additional learning needs (ALN). In particular, this has had a beneficial impact on the provision in the Progress Centre and in community-based learning settings.

The school has established a systematic approach to the completion of statutory annual reviews of pupils' progress. The school involves pupils, parents and other agencies valuably in this process. Individual development plans identify useful

strategies to help teachers support pupils with ALN. However, too many teachers, in particular those who teach ALN pupils in mainstream classes, do not make effective enough use of these plans to plan lessons that meet the needs of these pupils.

Pupils who attend the Progress Centre and community-based learning settings have access to a suitable curriculum which helps them re-engage with mainstream provision. This provision includes GCSE English and mathematics lessons delivered by subject specialist teachers, and personalised level 2 vocational qualifications.

The additional learning needs coordinator contributes usefully to transition arrangements with cluster primary schools. Statutory review meetings for Year 6 pupils inform the school well about pupil need before they enter the school. However, it is too early to judge the impact of these arrangements on Year 7 pupils' progress and wellbeing.

The school has improved the quality assurance arrangements for community-based and partnership provision for pupils with ALN. The coordinator undertakes regular monitoring visits to off-site provision and is held to account appropriately for the quality of these strategies in fortnightly line management meetings.

Actions taken since the core inspection have raised the profile of additional learning needs across the school suitably. However, leaders have not evaluated sufficiently the impact of these strategies on the progress and wellbeing of pupils with ALN across the school.

R5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning

Inspectors did not evaluate this recommendation during this visit.



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

**Report following monitoring
Level of follow-up: Special Measures**

**Newport High School
Bettws Lane
Newport
NP20 7YB**

Date of visit: January 2019

by

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

Outcome of visit

Newport high school is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Raise standards, particularly at key stage 4 and in the sixth form

In lessons, many pupils make suitable progress and show a sound recall of prior learning. A minority of pupils make strong progress and demonstrate a suitable understanding of what they have to do to continue to improve.

Many pupils listen attentively and respond to questions appropriately. They use subject specific vocabulary well to convey their understanding of topics and to express their viewpoints clearly. For example, pupils discuss the disadvantages of eating unhealthy food. A few pupils are reluctant to contribute to discussions. They lack confidence or are not sufficiently motivated to contribute.

When reading, many pupils extract facts from a range of texts well. For example, in art, pupils use information on Manga cartoons to find the answers to questions about the history of this genre. The majority of pupils summarise information suitably, drawing out the key points from texts accurately. A minority of pupils analyse appropriately how writers use language to create meaning. For example, pupils analyse successfully the poem 'Zero Hour' and explain the ways in which the poet

uses language to personify inanimate objects. A few more able pupils use inference suitably to help them understand themes, settings and characters in texts. However, a minority of pupils do not have secure enough reading skills to infer and deduce meaning effectively.

The written work of many pupils is well organised and clearly presented. They use subject specific language accurately to explain their ideas. The majority of pupils write suitably for a range of purposes. For example, in information technology, pupils compare the uses, advantages and disadvantages of social networking. A few pupils produce extended writing that presents an argument well. In doing so, they use a wide range of vocabulary skilfully. A minority of pupils make basic errors and do not take enough responsibility for improving the quality of their writing.

Many pupils apply their basic number skills across the curriculum well. They demonstrate an appropriate understanding of mathematical concepts such as multiplication and division and how they can use these in different contexts. A minority of pupils solve simple problems appropriately using a combination of deduction and numerical calculations. When given more challenging tasks, a few pupils tackle these with confidence and independence.

In information technology, most pupils use relevant software appropriately, for example to present information and interrogate databases. In a few subjects across the curriculum pupils use design software programmes suitably.

Many pupils have positive attitudes to learning. When teaching encourages them to, pupils show genuine curiosity when engaging in new experiences and are keen to develop their understanding of new concepts. For example, in humanities pupils engage enthusiastically with the challenge of locating local towns on an ordnance survey map and discover how the map represents their local area. However, across the school a few pupils do not engage well in their learning and a very few do not show respect for their teachers and peers.

In 2018, the school's performance in many of the key indicators at key stage 4 is above the performance of similar schools. Performance in the level 2 threshold, including English and mathematics has improved and is now above that of similar schools. The proportion of pupils achieving 5 grades A*/A at GCSE or equivalent also improved in 2018 and is above that in similar schools.

In 2018, the performance of boys compares favourably with that of boys in similar schools in most of the key indicators at key stage 4. The performance of girls is better than the performance of girls in similar schools in half of these indicators. In 2018, the performance of pupils who are eligible for free school meals improved and is better than that of their counterparts in similar schools in many of the key indicators at key stage 4.

Over the past three years, performance in the sixth form has improved and, in 2018, is better than that in similar schools in many key indicators. However, the proportion of pupils achieving 3 grades A*/A at A level or equivalent is below that in similar schools.

R2. Improve the quality of teaching and assessment

Inspectors did not evaluate this recommendation during this visit.

R3. Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils

Inspectors did not evaluate this recommendation during this visit.

R4. Strengthen the co-ordination of provision for pupils with additional learning needs

Inspectors did not evaluate this recommendation during this visit.

R5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning

Since the core inspection, the school has worked appropriately to strengthen its accountability systems and improve leadership at all levels. Overall, these changes have contributed well to improvements in many indicators in key stage 4 and the sixth form.

The school has refined suitably the responsibilities of senior leaders and school governors. These now align closely with the school's development priorities. Governors and senior leaders review the school's progress against priorities for improvement rigorously. At all meetings, they evaluate actions appropriately and identify suitable further actions. As a result, leaders have a sound understanding of the school's progress and governors are able to challenge senior leaders effectively.

Senior and middle leaders have completed valuable training which has improved their ability to fulfil their roles. They interpret performance data well and use this information to drive improvements in their areas. In addition, the school has strengthened appropriately its assessment practices. This helps leaders identify pupils' underperformance accurately and address this quickly.

The school has strengthened suitably its systems for evaluating its work and planning for improvement. Whole-school 'learner experience reviews' draw appropriately on a wide range of first-hand evidence to identify relevant areas for development.

Middle leaders use the findings from data analysis suitably. In a few cases, they identify accurately strengths and priorities for development and the precise actions needed to address shortcomings. Middle leaders' effectiveness in identifying and prioritising areas for development in provision is too variable, however. They do not evaluate the impact of teaching and assessment on pupils' progress in acquiring knowledge, understanding and skills precisely enough. The link between the outcomes of self-evaluation, improvement priorities and actions designed to address these are not sufficiently clear.

Most performance management targets are suitably challenging and measurable. In general, objectives consider well both school and national priorities, as well as professional development needs.



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

**Report following monitoring
Level of follow-up: Special Measures**

**Newport High School
Bettws Lane
Newport
NP20 7YB**

Date of visit: June 2019

by

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

Outcome of visit

Newport High School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Raise standards, particularly at key stage 4 and in the sixth form

Inspectors did not evaluate this recommendation during this visit.

R2. Improve the quality of teaching and assessment

The school has introduced a programme of professional learning intended to address shortcomings in teaching. This includes opportunities to share good practice while a coaching and mentoring programme is designed to provide appropriate additional support. However, the school's systems to evaluate teaching and learning do not focus well enough on the impact of teaching on the progress pupils make and on the development of their skills. As a consequence, the school is unable to identify precisely enough the aspects of teaching most in need of improvement and leaders' view of teaching is overgenerous. The quality of teaching remains too variable and many of the shortcomings identified during previous visits remain.

Pupils make most progress in the lessons where teachers have suitably high expectations and plan a range of engaging and well-organised activities that

challenge pupils appropriately. In these lessons, the pace of learning is matched effectively to pupils' needs, and teachers foster purposeful working relationships with pupils. In a few lessons, teachers' questioning probes and challenges pupils' thinking and understanding effectively. In these instances, this has a direct and positive impact on the quality of pupils' work. In a few lessons, teachers plan pair and group activities well to enable pupils to share and explore ideas effectively with their peers.

Where teaching is weaker, classroom routines are not fully established. Too often tasks keep pupils occupied but do not progress their thinking, subject or cross-curricular skills well enough. This is because, teachers' expectations of what pupils can achieve are too low. Pupils who require additional support are not always given sufficient support to allow them to make suitable progress, and in a few lessons pupils make insufficient progress because of teachers' weak behaviour management.

In many lessons, teachers provide pupils with helpful verbal feedback on the quality of their work. Many teachers provide pupils with useful written feedback on general areas for improvement. However, too often feedback is not sufficiently precise or does not explain how to improve well enough. As a result, its impact is limited and only a few pupils respond suitably to improve their work.

R3. Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils

Since the core inspection, the school has established a clear strategic overview for the development of pupils' skills. The skills steering group provides the school with useful strategic direction while working parties give staff helpful guidance on the implementation and monitoring of skills across the school. Roles and responsibilities are understood clearly. However, quality assurance activities concentrate too much on the inclusion of activities intended to develop pupils' skills rather than on their quality, appropriateness and impact across the curriculum. Overall, planning for the progressive development of pupils' literacy and numeracy skills across the curriculum remains underdeveloped.

The school has provided teachers with helpful materials and resources such as toolkits and "teach bites" to support them in developing pupils' skills. However, a few teachers do not use these materials effectively enough and their expectations of what pupils can do are too variable, for example in the quality of graphs produced by pupils across subjects. In addition, not all of the materials used to develop pupils' numeracy skills at key stage 3 are suitable for all abilities and are therefore limited in their scope and effectiveness.

The school has sound arrangements to support continuity in teaching and learning in the development of pupils' literacy and numeracy skills as they move from primary school to Newport High School.

Vulnerable pupils follow bespoke programmes. Departments are currently reviewing their schemes of learning in order to ensure that it meets the needs of all learners including those who are more able and those who have SEN. However, it is too early to judge the impact of this review and there remains too much variation in how well teachers meet the needs of all learners in lessons.

Pupils in year 9 are able to choose from an appropriate range of key stage 4 subject options. However, the school's arrangements for staffing and delivery of cross-curricular programmes in humanities and in health and wellbeing in key stage 3 are too variable in quality and this has a negative impact on the quality of learning experiences for pupils.

R4. Strengthen the co-ordination of provision for pupils with additional learning needs

Inspectors did not evaluate this recommendation during this visit.

R5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning

Inspectors did not evaluate this recommendation during this visit.

© Crown Copyright 2019: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified



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

**Report following monitoring
Level of follow-up: Special Measures**

**Newport High School
Bettws Lane
Newport
NP20 7YB**

Date of visit: September 2019

by

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

Outcome of visit

Newport High School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Raise standards, particularly at key stage 4 and in the sixth form

Inspectors did not evaluate the recommendation during this visit

R2. Improve the quality of teaching and assessment

Inspectors did not evaluate the recommendation during this visit

R3. Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils

Inspectors did not evaluate the recommendation during this visit

R4. Strengthen the co-ordination of provision for pupils with additional learning needs

Since the core inspection, the school has developed a broad range of strategies intended to strengthen the co-ordination of provision for pupils with special educational needs (SEN). However, these strategies have not had sufficient impact on improving the quality of that provision.

In around half of lessons observed during this monitoring visit, teachers were not fully aware of who the SEN pupils were in their class. In many lessons, there is insufficient challenge or support for the full range of pupils. The school has provided training for all staff to improve their understanding of the Individual Development Plans (IDPs) for pupils. It has also improved the guidance for staff on how to support the needs of individual pupils. However, the quality of that guidance is not always sufficiently precise enough to help them meet effectively the specific needs of SEN pupils. Pupil targets in IDPs are too vague and the school does not monitor the progress of SEN pupils well enough.

Discrete classes support pupils with the highest need appropriately. The school has a wide range of appropriate strategies to support the transition of SEN pupils from primary school to secondary school. Since September 2019, the off-site provision for those at risk of underachievement has been relocated on-site to challenge pupils and monitor progress more robustly. However, it is too early to judge the impact of more recent changes.

R5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning

Since the core inspection, there has been significant disruption to the headship arrangements at the school that remain unresolved. Currently, there is a short-term arrangement for two acting headteachers to support the school until January 2020. They work together effectively to provide stability to the school during a period of significant change. Senior leaders continue to work diligently on addressing shortcomings identified during the core inspection. However, leadership has not had sufficient impact on the quality of provision or standards since the core inspection.

The school has made significant changes to the key stage 3 curriculum since the time of the last monitoring visit to help teachers to plan securely for pupils' progress. Leadership systems, including those of the governing body, have been refined to help leaders recognise the links between recommendations and how they impact on each other, and therefore work together coherently on the school's priorities. Line management arrangements have also recently been restructured so that heads of core departments are now line managed by the same senior leader. Joint meetings with their line manager provide helpful opportunities for identifying and addressing underperformance at key stage 4. Changes to pastoral leadership have been made to improve the monitoring of pupils' wellbeing and its impact on their progress. However, it is too early to judge the impact of these changes and pastoral leadership has not been consistently effective in supporting academic performance, particularly in 2019.

Leaders have taken appropriate steps to review and refine improvement processes. However, many of the areas for development identified during previous monitoring visits remain. The effectiveness of leaders at all levels in identifying and prioritising areas for development remains too variable. Too often the school's evaluations of standards, teaching and assessment are insufficiently robust. Many of the changes to systems are very recent or have not been implemented fully, therefore it is too soon to evaluate their impact.



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

**Report following monitoring
Level of follow-up: Special Measures**

**Newport High School
Bettws Lane
Newport
NP20 7YB**

Date of visit: March 2020

by

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

Outcome of visit

Newport High School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Raise standards, particularly at key stage 4 and in the sixth form

A minority of pupils make sound progress in lessons. They recall prior learning suitably and apply this appropriately in familiar contexts to develop their understanding and skills, for example when creating animations in Information and Communication Technology (ICT). However, a majority of pupils do not recall prior learning well enough and have difficulty applying their skills in different contexts. Overall, the majority of pupils do not make enough progress in lessons.

Around half of pupils behave well in lessons and follow teachers' instructions promptly. However, a similar proportion are too easily distracted and do not sustain concentration. As a result, they do not complete the work set and do not make enough progress. Most pupils in the 6th form have positive attitudes towards their learning. They engage well with activities and persevere when work is difficult.

These pupils ask beneficial questions to develop and improve their understanding, for example when considering the effects of anti-psychotic drugs in psychology.

A minority of pupils provide suitable verbal responses and generally express themselves clearly. They use subject specific terminology competently, for example when considering the target markets for different soft drinks in art. When given the opportunity, they engage enthusiastically in class discussion. However, the majority of pupils do not participate in discussions or offer only short, underdeveloped responses.

Around half of pupils do not listen to their teachers with sufficient attention or respect. As a result, they miss important instructions and information that would support their learning. The majority do not listen to their peers well enough and do not show respect for the contributions that others make.

The majority of pupils demonstrate basic comprehension skills, such as locating information or facts. These pupils develop a secure understanding of literal meanings from short and simple texts, such as when they locate information about the impact of plastic on the environment and people's health. A few pupils infer and deduce meaning from texts successfully, for example when they enhance their understanding of the character Katniss in the book 'The Hunger Games'. Overall, the majority of pupils do not use a sufficient range of reading strategies to support their learning in different subjects.

A minority of pupils produce writing that is generally technically accurate. They structure their written work suitably and use appropriate subject specific vocabulary. However, the majority of pupils do not have a sufficiently rich or broad vocabulary, and make frequent basic errors in their work. Whilst the majority of pupils have a suitable understanding of the purpose of their writing, they do not have a sufficiently secure understanding of audience. As a result, they often make incorrect language choices and their writing lacks the correct tone.

The majority of pupils use the four rules of number suitably to perform basic calculations. They apply these skills appropriately to work out a percentage increase and decrease and to calculate compound interest. However, the majority of pupils have difficulty applying their mathematical knowledge to solve problems in challenging contexts. The majority of pupils draw an appropriate range of graphs in mathematics and across the curriculum. However, a minority make errors when plotting and labelling graphs and in general they do not analyse graphs well enough.

Overall, the majority of pupils' thinking skills are underdeveloped. In addition, many pupils are too passive in lessons and do not develop well enough as resilient, independent learners. This is often because they rely too much on help provided by teachers and because the tasks they complete are too easy.

Generally, performance at key stage 4 has been weak since the core inspection. After slight improvements in 2018, performance in 2019 is well below expectations. Outcomes in science are particularly weak. The performance of pupils eligible for free school meals compares very poorly to this group of pupils in similar schools.

In general, pupils in the sixth form make sound progress from previous key stages. The proportion of pupils completing their courses is generally in line with the national average.

R2. Improve the quality of teaching and assessment

The school has provided staff with a relevant range of professional learning opportunities intended to improve the quality of teaching. However, it has not had enough impact and progress against this recommendation has been far too slow. Currently there is a limited common understanding of what good teaching looks like and the school's evaluation of teaching is too generous. Many of the weaknesses in teaching identified in previous visits remain.

In lessons where pupils make appropriate progress, teachers work hard to foster purposeful working relationships with them. These teachers have suitable expectations and plan helpful tasks to develop pupils' knowledge, understanding and skills, rather merely than to occupy them. In these lessons, they establish clearly understood classroom routines and generally ask helpful questions to check pupils' understanding and monitor their progress.

In the majority of lessons, teachers' expectations of what pupils can do are occasionally unrealistically high but mostly too low, as are their expectations of pupils' behaviour. They do not match tasks to the abilities of all pupils well enough and this often leads to pupil disengagement, a very slow pace of learning and little progress. In a few lessons, low challenge, slow pace and repetitive activities contribute to poor pupil behaviour that disrupts the learning of others. In these lessons, particularly where teachers have not established basic classroom routines and lack behavioural management skills, pupils make little or no progress.

In many lessons, the verbal feedback provided by teachers is overly positive and merely effort related. Written feedback is far too variable in quality and frequently does not inform pupils precisely enough on how to improve the content of their work, particularly the standard of their literacy skills.

R3. Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils

Inspectors did not evaluate the recommendation during this visit

R4. Strengthen the co-ordination of provision for pupils with additional learning needs

Inspectors did not evaluate the recommendation during this visit

R5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning

Inspectors did not evaluate the recommendation during this visit

**Report following monitoring
Level of follow-up: Estyn Review/Significant
Improvement/Special Measures/Re-ISpecial measures**

**Newport High School
Bettws Lane
Newport
Newport
NP20 7YB**

Date of visit: October 2021

by

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

Outcome of visit

Please choose text from one of the following sections, as appropriate:

Newport High School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Raise standards, particularly at key stage 4 and in the sixth form

The school has faced substantial challenges over the last 20 months due to the COVID-19 pandemic. Three national lockdowns, staff and pupil absences and successive changes to the operational management of the school have led to an ever-changing environment for leaders of the school to navigate. These challenges, and the constraints imposed by the pandemic have had a significant impact on the life and work of the school.

The majority of pupils engage positively in learning during lessons. They listen attentively to their teacher and settle quickly to tasks. Where teaching is strong, most pupils sustain their concentration and strive to complete work to a good standard. However, too many pupils are passive in lessons.

In the very few lessons where expectations are high, pupils engage confidently in discussion and provide responses that are well developed. For example, in physical education, pupils discuss comprehensively their tactics and potential team roles in game play based on individual and collective strengths and weaknesses. Overall, a majority of pupils listen attentively when others are speaking and to follow instructions. However, a minority of pupils talk over their teachers or their peers and many pupils' spoken responses to questions and contributions to discussions are often limited to one-word answers or short phrases.

In lessons across the curriculum, many pupils are able to extract key information suitably from source texts and demonstrate understanding of the literal meaning of texts. In English, more able pupils are able to identify a range of literary devices, while pupils with weaker reading skills recognise the features of persuasive language in short texts with support. Overall, pupils have not developed the skills of inference and evaluation well enough.

A minority of pupils write at appropriate length for a suitable range of purposes. Overall, their written work is generally accurate and structured appropriately for the task. For example, in design technology more able pupils describe product features and their significance using subject specific terminology appropriately. However, there are weaknesses in the majority of pupils' writing at all ability levels. For example, they miss out words or make incorrect language choices for the task and audience.

Many pupils demonstrate strong and age-appropriate numeracy skills, for example they can add and subtract negative numbers, solve simple equations for an unknown variable, and plot line graphs accurately in mathematics. Across the curriculum, where there are appropriate opportunities to practise numeracy skills, the majority of pupils are able to interpret charts and graphs well, for example when identifying changes in employment by sector over time or when interpreting distance time graphs.

In PE pupils develop their physical skills well alongside their speaking skills.

In a few lessons, where teaching is effective, generally pupils' progress is strong. However, the majority of pupils' do not make sufficient progress overall in developing their subject knowledge, understanding and skills.

R2. Improve the quality of teaching and assessment

The school is beginning to build a shared understanding of its strategy for improving teaching and assessment. To support this, staff have benefitted from an appropriate range of professional learning opportunities, including guidance from regional subject advisers, visits to other schools and the sharing of emerging practices intended to improve the quality of teaching.

A majority of teachers establish purposeful relationships with their pupils. These teachers establish appropriate classroom routines and have clear expectations of pupils' behaviour and attitudes.

In the few lessons where pupils make strong progress, teachers have high expectations of what pupils can do. They engage pupils of all abilities well, challenge them to deepen their knowledge and develop their skills successfully. For example, these teachers ask incisive questions to assess pupils' understanding, so they can address any misconceptions pupils may have. They engage in high-quality dialogue with pupils and challenge them to develop their verbal responses. Similarly, pupils benefit from high-quality written feedback from these teachers, who make good use of 'destination maps' to clarify for pupils the progress they are expected to make towards longer-term learning goals.

In a minority of lessons, teachers explain clearly to pupils what they will be learning and the approaches that will help them do so. In these lessons, teachers build appropriately on pupils' prior learning and make suitable use of starter tasks to engage pupils and support them to connect with that prior learning. Where appropriate, they model helpful approaches to build pupils' confidence, for example, when they re-engage with extended writing tasks after periods away from school due to the pandemic. In these lessons, pupils make appropriate progress.

Overall, the quality of teaching and assessment remains too variable. Too often, teachers' expectations of pupils are too low. These teachers do not motivate pupils to achieve highly or plan to meet the needs of all pupils well enough. The pace of learning is often either too slow or too fast. In these lessons, teachers do not question pupils carefully enough to probe their understanding or extend their thinking. Generally, pupils do not develop their independence and resilience as learners well enough because teachers direct the learning too much.

Strategies to improve assessment are at an early stage of development. Restrictions on teachers' movement around the classroom as a result of the pandemic and the time spent away from school during lockdowns have made it difficult for teachers to have a secure knowledge of pupils' progress. This is compounded by shortcomings in the use of assessment strategies and the school's current approach to providing feedback on written work. In many instances, feedback does not guide pupils precisely enough on how to improve the content of their work and occasionally it does not address misconceptions quickly enough. Too few teachers use an appropriate range of assessment strategies to monitor pupils' progress or to determine any changes to their teaching that may be required to support pupils' learning.

R3. Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils

The school has recently established a clear plan for the development of pupils' literacy, numeracy and ICT skills. Leaders have worked with other schools and invested in professional learning to support staff to develop their practice appropriately and enhance provision for developing pupils' skills. For example, the numeracy coordinator has worked with the design and technology department to identify opportunities in their scheme of learning for the meaningful application of

numeracy skills. In addition, leaders have worked to integrate 'rich tasks' into schemes of learning across subjects to provide pupils with beneficial opportunities to combine their skills and knowledge in extended pieces of work.

Leaders are taking a gradual approach to developing pupils' skills. This includes the introduction of a set of 'habits' that provide a concise aide memoire to assist pupils in applying their skills across a few subject areas. This work has been trialed in a few departments with the intention of rolling out more fully across all subject areas. For example, staff in the PE department have been trained in the use of specific techniques to develop pupils' listening and speaking skills. In a very few lessons, teachers routinely ensure that pupils pay close attention to spelling, punctuation and grammar during written tasks. However, these approaches have not led to sufficient improvements in practice across a wide enough range of subject areas.

Despite the restrictions of the pandemic, leaders have engaged suitably in quality assurance activities to gauge the extent to which departments and individual teachers are implementing the new approaches to skills development and how effective these have been. A few middle leaders take appropriate measures to address concerns where they arise. However, monitoring does not focus well enough on the impact of provision on pupils' skills to provide leaders with an accurate picture of the strength and areas for development. Overall, planning for the progressive development of pupils' literacy and numeracy skills across the curriculum is at an early stage of development.

The school is developing its approach to the key stage 3 curriculum to ensure that it meets the needs of all pupils and considers the requirements of Curriculum for Wales. It is too early to measure the impact of these changes on classroom practice or improved progress for specific groups of pupils.

R4. Strengthen the co-ordination of provision for pupils with additional learning needs

Leaders within the additional learning needs (ALN) department and the pastoral staff of the school have worked diligently to support the wellbeing of pupils as a result of the significant negative impact of the COVID-19 pandemic on their lives.

All pupils with additional learning needs are now integrated into mainstream lessons and all staff are aware of the pupils in their classes who have these needs. All these pupils have suitable individual development plans that contain helpful strategies for staff and pupils. The ALN team has provided useful guidance to staff on a wide range of additional needs, along with practical approaches for supporting pupils in their classrooms. The team also provides regular updates to staff on pupils' needs. However, there is limited evidence of the use by teachers of the highlighted strategies to support pupils in lessons.

Pupils with additional learning needs access a wide range of helpful provision. This includes specific literacy skills' interventions and support for mental health and anxiety issues that have come about as a result of the pandemic. Leaders are

aware of the impact of these interventions on a pupil-by-pupil basis and pupils' referrals are tracked closely through multi-agency meetings. However, there is too little strategic evaluation of the work of the department.

The team is beginning to change its processes to align with the requirements of the ALNET Act 2018.

R5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning

The headteacher and senior leaders articulate clearly the school's vision based on equality, commitment and integrity. Throughout the pandemic, this vision drove successfully the significant support and care the school provided to its community of pupils, parents and staff. The school has set out relevant improvement priorities and initiatives to achieve its goals, including helpful prompts such as the '3 P's' of purpose, progress and plans. The work of the governing body is aligned well to the school's priorities. The headteacher's ambition is shared effectively across the school community, but the school's new systems and processes for driving change are not yet sufficiently rigorous across all areas of its work.

Middle leaders are supported by sound line management arrangements to implement a suitable range of actions. These are aligned closely to the school's priorities. A few middle leaders carry out their roles effectively and can demonstrate improvements in provision and standards across their subject areas or aspects of wellbeing in their year groups. These leaders develop their teams well and have high expectations of the quality of teaching and assessment, and support for wellbeing. However, many middle leaders have not yet influenced well enough important aspects of teaching, progressive skill development or standards.

Since her appointment during the pandemic, the headteacher and her senior team have appropriately refreshed the school improvement plan. Quality assurance activity is focused on progress against the plan, however this work does not evaluate precisely enough the strengths and areas for development across specific areas of the school's work. For example, they appraise activity to improve teaching, or skill development, at a broad, high level, rather than developing an understanding of which aspects of standards and provision are improving and which need to be developed further.

At this time, self-evaluation activity is difficult because of restrictions due to the pandemic. Despite this, the headteacher has introduced a programme of 'learning exchanges' across the school to provide evidence of progress against the school's priorities. These learning exchanges include suitable elements of lesson observation and work scrutiny. There are also developing opportunities for leaders to consult pupils about their learning experiences. These activities provide helpful self-evaluation opportunities, but aspects of the school's improvement processes lack rigour. For example, leaders at all levels too often focus primarily on processes and compliance rather than evaluating the impact of provision on pupils' learning and

skills. As a result, the school's view of its progress against the recommendations is too positive at times.

© Crown Copyright 2021: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified



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

Report following monitoring

Level of follow-up: Special measures

Newport High School

**Bettws Lane
Newport
NP20 7YB**

Date of visit: June 2022

by

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

Outcome of visit

Newport High School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Raise standards, particularly at key stage 4 and in the sixth form

In lessons, the majority of pupils generally make suitable progress in their knowledge, understanding and skills. These pupils demonstrate a positive attitude to their learning and participate well in a range of activities. In a few instances, pupils are enthusiastic and inquisitive and ensure that they complete their work to the highest standard. A minority of pupils, however, are reluctant to participate fully in lessons and remain too passive. In particular, they do not engage well enough in class discussion.

When given the opportunity, many pupils express their ideas and justify their opinions clearly. A majority use subject specific terms suitably. However, a minority do not express themselves clearly enough, partly because they do not have a confident enough grasp of subject terminology.

In general, pupils read to extract meaning and identify relevant information appropriately. When given worthwhile opportunities, they can summarise and analyse texts well, for example when they examine authors' choice of language in

English. However, in general pupils do not currently use a wide enough range of reading strategies across the curriculum.

Overall, the quality of pupils' writing has improved since this recommendation was last evaluated. The majority of pupils write with suitable accuracy and structure extended pieces appropriately. They demonstrate a sound understanding of purpose, for example when writing letters to persuade the local council to erect a statue of Betty Campbell or when writing an article in Welsh about how to keep healthy. However, in a minority of subject areas, pupils do not get a wide enough range of meaningful opportunities to develop their independent writing skills. In addition, a minority of pupils' writing lacks technical accuracy and these pupils do not express their ideas clearly enough.

Many pupils have sound number skills. In mathematics, they perform mental calculations confidently, and are able to apply their understanding well to real-life situations. However, pupils do not get sufficient appropriate opportunities to practise and develop their numeracy skills across the curriculum.

R2. Improve the quality of teaching and assessment

Senior leaders continue to work hard to ensure that staff have a secure understanding of the school's key priorities for improving teaching and assessment. In some subject areas, this is having a positive impact on the effectiveness of classroom practice. However, overall, the quality of teaching and assessment remains too variable.

Where teaching is effective, teachers develop strong working relationships with their classes. They plan a range of engaging activities that build progressively on each other and challenge pupils appropriately. These teachers use questioning suitably to check pupils' understanding, and are swift to address any misconceptions. They provide clear explanations and model learning effectively. In these lessons, teachers have high expectations of pupils' engagement, learning and the quality of their work. Where necessary, they manage pupils' behaviour effectively.

Where shortcomings in teaching remain, pupils spend too much time on activities designed to keep them busy rather than extend their learning. Often, this is because teachers' expectations of what pupils can achieve are too low. They often talk for too long, or over-scaffold tasks, which hampers pupils' independence in their learning. They do not provide clear enough explanations or use questioning well enough to develop pupils' understanding. They do not manage pupils' behaviour effectively and are tolerant of pupils' lack of engagement.

Teachers have begun to provide pupils with an increased range of opportunities to develop their literacy skills. In some instances, this is having a positive impact, for example on the length and quality of pupils' writing. Where this is the case, it is because teachers balance successfully the development of pupils' subject

understanding alongside their skills development. Where this approach is not effective, teachers often deploy too many literacy-related activities within the lesson that do not relate meaningfully to the subject content.

The school continues to develop its approach to improving the effectiveness of written feedback. In a minority of cases, teachers use assessment rubrics well to identify pupils' strengths and areas for development. Where feedback is most helpful, teachers give clear guidance to pupils on what and how they need to improve. This helps these pupils to make improvements. Both within and across most subjects, however, the effectiveness of feedback is too variable. In these instances, teachers do not provide pupils with sufficient, clear guidance on what they are doing well and how their work could be developed. In addition, they use assessment rubrics too frequently, which has a negative impact on pupils' engagement and the progress that they make.

R3. Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils

Inspectors did not evaluate this recommendation during this visit

R4. Strengthen the co-ordination of provision for pupils with additional learning needs

Inspectors did not evaluate this recommendation during this visit

R5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning

Inspectors did not evaluate this recommendation during this visit

© Crown Copyright 2022: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified



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

Report following monitoring

Level of follow-up: Special measures

**Newport High School
Bettws Lane
Newport
NP20 7YB**

Date of visit: December 2022

by

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

Outcome of visit

Newport High School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Raise standards, particularly at key stage 4 and in the sixth form

Inspectors did not evaluate this recommendation during this visit.

R2. Improve the quality of teaching and assessment

Inspectors did not evaluate this recommendation during this visit.

R3. Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils

Inspectors did not evaluate this recommendation during this visit.

R4. Strengthen the co-ordination of provision for pupils with additional learning needs

Senior leaders' vision of how to improve the support for pupils with additional learning needs (ALN) is beginning to impact positively on current practices. Lines of accountability and roles and responsibilities within the ALN team are clear and well understood. Line management meetings provide suitable challenge and support. The school has effective systems in place to gather, share and track information about pupils with ALN. Leaders are now beginning to use this information more effectively to inform their planning.

Following a review of provision in the summer term 2022, senior leaders have adapted the provision and intervention available to ensure it is beneficial, organised and matched suitably to the needs of individual pupils. They have begun implementing their area development plan effectively and have a sensible roadmap with key milestones for review.

Currently, the school is making steady progress towards fulfilling the new ALNET requirements, including suitable one-page profiles for pupils with ALN which are shared appropriately with teachers to support their lesson planning. Teachers have benefitted from suitable professional learning opportunities to help them apply appropriate strategies in their classrooms to support pupils with ALN. However, currently there is limited evidence in lessons or books of the impact of these strategies on the standard of these pupils' skills and their progress.

Senior leaders have prioritised valuable professional learning opportunities for teaching assistants and learning coaches which link well to professional growth (performance management) targets. Teaching assistants play a valuable role in the development of pupils' one-page profiles and in setting individualised targets. Currently, although a few teachers provide input for target setting they are not part of the reviewing of those targets.

Provision to support pupils with Adverse Childhood Experiences (ACE) has contributed well to the reduction in fixed-term exclusions for many of them. These pupils follow an adapted curriculum which is reviewed regularly based on their changing needs.

The nurture provision offers a safe and effective transition for younger pupils in need of additional support and is appreciated by the pupils and their families. However, clear planning for medium and long-term opportunities to gradually integrate younger pupils into mainstream provision is currently underdeveloped.

Overall, senior leaders have implemented many beneficial changes to this aspect of the school's work. However, they are yet to review fully the impact of provision on standards and progress and to use this information to inform their future planning and development.

R5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning

Since the last monitoring visit, the school has strengthened the senior leadership team. Roles and responsibilities have been reviewed and delegated sensibly. The headteacher and her senior leadership team continue to communicate their vision, based on equality, commitment, and integrity, clearly within the school. This is fundamental to the school's ethos and underpins all its work.

The school successfully implemented a new teaching and support staff structure in September 2022. Currently, middle leaders are developing in their new roles and are generally clear about the expectations placed upon them. However, since the current staffing structure is a recent development, it has not had enough impact on some important areas that require improvement, such as the quality of written feedback.

All leaders are held to account suitably. Line management meetings now concentrate more on standards and quality assurance as opposed to being mostly operational. Leaders benefit from opportunities to review performance and plan for improvement in regular 'Learning Exchange' meetings. Senior leaders deal with staff underperformance robustly. In a few cases, staff performance has improved appropriately following targeted support.

Staff access suitable professional learning that is linked closely to professional growth arrangements which align well with the school development plan. Leaders discuss whole school priorities in school improvement groups where they benefit from, for example, sharing good practice. However, at the time of this visit, leadership has not led to enough improvement in the quality of teaching, or in pupils' progress.

The governing body has aligned its sub-committees to the school's six purposes and holds leaders to account appropriately. Governors are informed suitably, are supportive of the school and have a realistic view of what the school needs to improve.

The headteacher and her senior team have continued to develop the school's quality assurance processes well. This activity is starting to focus more sharply upon the impact of provision on pupils' knowledge, understanding and skills. This is helping leaders to identify more precisely where the school is succeeding and crucially, the key areas of its work that are most in need of improvement, for example specific aspects of teaching and written feedback to pupils. Leaders' evaluation of the progress being made is increasingly informed, accurate and realistic. However, currently, middle leaders do not always adapt improvement planning well enough in response to the most recently gathered information. Consequently, too many milestones in their improvement plans continue to focus on provision or compliance rather than on pupils' progress and skills development.

© Crown Copyright 2022: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified