



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

**A report on**

**Hawarden High School  
The Highway  
Hawarden  
Deeside  
Flintshire  
CH5 3DN**

**Date of inspection: March 2017**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

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

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

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## Context

Hawarden High School is an 11-18 mixed comprehensive maintained by Flintshire local authority. Currently there are 1,162 pupils on roll, which includes 198 in the sixth form. This is slightly higher than at the time of the last inspection, when there were 1,114 pupils on roll.

The school mainly draws pupils from the villages of Ewloe, Hawarden, Northop Hall and Sandycroft. Less than 10% of pupils live in the 20% most deprived parts of Wales. Nearly all pupils come from homes where English is the main language. A very few pupils speak Welsh fluently and do so at home. The proportion of pupils who come from minority ethnic groups is around 2%.

The rolling three-year average of pupils eligible for free school meals is 8.8%, which is notably lower than the Welsh average of 17.1%.

Current figures place the total proportion of pupils on the special educational needs register at around 11%, which is well below the national average of 25.1%. This figure includes just under 2% who have a statement of special educational needs compared with a national average of 2.4%. The school has a specialist teaching facility on site for pupils who have been diagnosed with a specific learning disability, who are all educated in mainstream classes.

The leadership of the school comprises the acting headteacher who took up his post in September 2015. He is supported by a deputy headteacher, one assistant headteacher, a principal teacher and the school's business manager. The team is supported by four associate assistant headteachers who make up the extended leadership team.

The individual school budget per pupil for Hawarden High School in 2016-2017 means that the budget is £4,056 per pupil. The maximum per pupil in the secondary schools in Flintshire is £4,974 and the minimum is £3,907. Hawarden High School is ninth out of the 12 secondary schools in Flintshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

Current performance is **adequate** because:

- At key stage 4, performance in around half of indicators has placed the school in the upper half of similar schools in two of the last four years
- The performance of pupils eligible for free school meals has generally been above the average for similar pupils in Wales in many indicators over the last four years
- Rates of attendance have been high in three of the last four years
- Most pupils are well motivated and show positive attitudes to learning
- In the majority of lessons, a majority of pupils build effectively on their understanding and skills to make good progress
- The school also offers a broad range of activities, including valuable opportunities within the local community, which enhance and support learning well
- A majority of teachers plan lessons effectively to ensure that pupils make sound progress
- The school's comprehensive programme for pupils' spiritual, moral, social and cultural development and its partnerships with a broad range of specialist agencies support pupils' wellbeing effectively

However:

- At key stage 4, the school's performance in the majority of indicators has placed the school in the lower half of similar schools based on free-school-meal eligibility over the last four years
- The performance of boys shows a downward trend and is below the average for boys in the family in many indicators in 2016
- A minority of pupils make insufficient overall progress in lessons
- In a minority of lessons, activities do not meet the needs of all pupils well enough or teachers' expectations of what pupils can achieve are too low
- The school's provision for supporting and developing pupils' skills in lessons across the curriculum is limited
- The school's provision for pupils to improve their competence in Welsh is underdeveloped
- A majority of teachers do not provide pupils with useful written feedback to help them improve their work

## Prospects for improvement

The school's prospects for improvement are **adequate** because

- Leaders communicate their vision to improve the consistency of teaching and assessment, meet the needs of all and improve behaviour for learning clearly
- The recent restructuring of the leadership team provides useful opportunities for staff to develop their leadership and management skills
- The school is developing suitable procedures to evaluate the effectiveness of its work
- Senior and middle leaders make appropriate use of data to monitor performance of key stage 4
- A majority of middle leaders have high expectations and monitor the work of their departments well
- The governors support well the strategic direction of the school and challenge appropriately

However:

- Roles and responsibilities at senior leadership level are unclear
- The school's target setting and tracking systems do not allow leaders to monitor progress and address underachievement across all key stages well enough
- There is too much variation in the quality of self-evaluation and improvement planning
- Leaders at all levels do not identify a few important aspects of underperformance clearly enough
- The school's teams do not monitor or oversee well enough the quality and impact of their work in important areas, such as in teaching and assessment and in the cross-curricular development of skills
- The school's processes for assessing the quality and impact of teaching and assessment are not sufficiently rigorous

## Recommendations

- R1 Improve standards, particularly that of boys
- R2 Improve provision for the development of pupils' skills in literacy, numeracy and information and communication technology (ICT)
- R3 Improve the quality and impact of teaching, tracking and assessment
- R4 Clarify roles and responsibilities and improve accountability systems at all levels of leadership
- R5 Strengthen the school's self-evaluation and improvement planning processes
- R6 Address the shortcomings in health and safety identified during the inspection

### **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

The school's performance in the majority of indicators has placed the school in the lower half of similar schools based on free-school-meal eligibility over the last four years. In 2016, the school's performance at key stage 4 declined in many key indicators and this places the school in the bottom half of similar schools for all key indicators.

At key stage 4, performance in the level 2 indicator including English and mathematics has been above the median in three of the last four years. However, in 2016 performance in this indicator is below modelled outcomes after being above it previously. Performance in the capped points score indicator has been in line with modelled outcomes over the last four years.

While the proportion of pupils gaining five A\* or A grades at GCSE is slightly above the average for Wales in 2016, it has been variable and below the average for the family in two of the last four years. The school's performance in this indicator has not improved as fast as in similar schools, and the gap between its performance and the national average has declined year on year for the last three years.

Generally girls' performance in many indicators has been well above the average for girls in similar schools in the last two years. However, during this time, the performance of boys has been declining gradually in many indicators and, in 2016, boys' performance was below the average for boys in similar schools in many indicators.

The performance of pupils eligible for free school meals in key performance indicators has fluctuated over the last four years, except for that in the level 1 indicator. The performance of this group of pupils has generally been above the average for similar pupils in many indicators during this time. Despite a dip in 2016, at key stage 3, pupils eligible for free school meals have performed better than similar pupils in the family and Wales.

At the end of Year 11, no pupil left the school without a recognised qualification and nearly all continue in education, training or work. The progress of pupils with additional learning needs is variable.

The proportion of pupils achieving three A\* or A grades at A level increased notably this year. However, overall, in 2016 the school's performance in the sixth form is below the average for Wales in all key indicators.

Since 2014, pupils' progress from previous key stages has been inconsistent. Over the last three years, by the end of key stage 4, pupils have made less progress from previous key stages in most indicators and, in 2016, pupils made significantly less progress than similar schools in the majority of indicators.

In the majority of lessons, a majority of pupils recall prior learning well and apply their knowledge successfully to new and increasingly complex situations. As a result, they build effectively on their understanding and skills and make good progress. However, a minority of pupils make insufficient overall progress in lessons. This is either because they have weak or insecure understanding of prior knowledge, and do not develop the skills that they have learned well enough to apply these successfully to new situations. Or, alternatively, they find the activities too easy and therefore do not make sufficient progress for their age and ability. In a few lessons, a minority of pupils struggle to maintain their concentration and a few occasionally disrupt the learning of others.

Most pupils listen carefully to the teacher and their peers. A majority of pupils speak confidently when responding to teachers' questions or in discussions. They often explain their ideas effectively in extended responses. However, a minority of pupils provide only brief, limited verbal responses or do not engage in class discussion.

Most pupils extract information from text effectively. Many read confidently, with good expression, and show sound understanding of the texts that they read. In a very few lessons, pupils use a broad range of reading strategies to access texts used in class. A majority draw straightforward inferences from text successfully and a minority are able to analyse text in suitable depth. A few more able pupils synthesise ideas from reading texts highly effectively. However, a minority lack the higher order reading skills necessary to infer meaning or analyse texts in depth.

A majority of pupils write well at length. They use subject specific vocabulary effectively and express their ideas clearly. In a few subject areas, many pupils write well-structured texts for a wide range of purposes. The writing of a minority of pupils, particularly of the more able, is sophisticated and well-crafted. However, overall, pupils do not write for a wide enough range of purposes across the curriculum. A minority of pupils do not express their ideas successfully and around half make too many technical errors in their writing. A majority of pupils do not take enough pride in the presentation of their work. A minority of books have frequent gaps or incomplete work.

Many pupils use basic number skills and measuring skills confidently. They apply their knowledge well to draw geometric diagrams accurately and to interpret a range of numerical data in a few subject areas. When given the opportunity, the majority demonstrate a sound understanding of calculation methods including mental and written methods. At key stage 4, many pupils are suitably confident in solving algebraic problems and reorganising the subject of equations.

In a few lessons, where expectations are high, pupils use their number skills well and construct accurate charts and graphs across the curriculum.

In a very few subject areas, many pupils apply their ICT skills successfully. For example, many use computer-aided design software successfully in the design of a mobile phone. However, pupils' use of ICT across the curriculum focuses on too narrow a range of purposes, such as word processing and presentation tasks. As a result, pupils do not develop other ICT skills successfully outside of ICT lessons.



Many pupils in key stage 3 develop their knowledge and understanding of the Welsh language well. They speak and write confidently using short sentences, and understand the texts that they read well. In 2016, at key stage 4, many pupils achieve a level 2 pass in Welsh second language either as a GCSE or NVQ qualification. However, the numbers opting to follow and those entering the examination for full course Welsh GCSE have declined each year since 2014 and in 2016 only a few pupils were entered for a full course qualification.

### **Wellbeing: Good**

Nearly all pupils feel safe and secure in school and many believe that the school deals well with the very few instances of bullying. Many pupils display positive attitudes towards healthy lifestyles, for example through participation in extra-curricular activities such as those offered in the 5x60 programme.

As observed during the inspection, most pupils behave well in lessons and when moving around the school. They are courteous and respectful to adults, and to their peers. Most pupils are well motivated and show positive attitudes to learning. However, a minority of pupils feel that the few pupils who do not behave well in lessons and around the school have a negative impact on their learning. A few pupils are not punctual to lessons.

Through the work of the house councils and the school council, pupils across all year groups have influenced aspects of the school's work positively. For example, they have suggested improvements to the school's facilities and, in faculty reviews, they have had a beneficial impact on communication between teachers and pupils and the engagement of pupils in learning activities in a few areas. Many pupils develop their social and life skills well, for example through their support for charitable organisations and through active decision-making with the community council to determine investment in recreational and leisure facilities.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

The school provides a broad and balanced curriculum that meets the needs of nearly all pupils effectively. The key stage 3 curriculum builds well upon pupils' prior learning, and at key stage 4 there is a suitable range of courses, including relevant vocational options.

The school also offers a relevant range of extra-curricular activities, which enhance and support learning. These include a wide variety of sports and other school clubs in addition to opportunities within the local community.

The school has mapped out opportunities for pupils to develop their literacy and numeracy skills across the curriculum appropriately. There is a range of useful intervention programmes that support pupils with weaker skills well. However, provision for the progressive development of pupils' skills across the curriculum is limited. As a result, pupils do not make sufficient progress in developing their skills in suitably challenging and meaningful contexts across the curriculum. Pupils also

receive limited opportunities to develop and use their ICT skills across the curriculum beyond simple word processing and the presentation of information.

Currently, provision for Welsh second language is suitable at key stage 3. However, provision for Welsh second language at key stage 4 is insufficient. Moreover, pupils have few opportunities to practise their Welsh outside of Welsh lessons.

Most pupils have a strong awareness of sustainable development and global citizenship issues developed through a variety of activities. For example, Year 7 pupils are involved in a local conservation project.

### **Teaching: Adequate**

Nearly all teachers have good subject knowledge. Most create calm, positive working relationships with the pupils that they teach. In lessons, they share clear learning objectives and, at key stage 4, these are frequently linked to appropriate assessment criteria. Many explain new concepts well and are good language role models. They manage the learning environment and pupils' behaviour well.

A majority of teachers plan lessons effectively to ensure that pupils make sound progress. They have high expectations and use a range of activities and teaching techniques to provide the right pace and suitable challenge to pupils' learning. In these lessons, teachers question pupils effectively to check their understanding.

A few use high quality resources and very effective teaching activities. Examples include engaging presentations, technology to support and progress pupils' learning, and very good questioning techniques to probe and develop pupils' understanding. In these lessons, teachers have high expectations that all pupils will engage in difficult and challenging tasks.

However, in a minority of lessons, pupils do not make enough progress. In these lessons, teachers' expectations or explanations are too long or unclear. Their questioning does not probe or extend pupils' thinking well enough, or the pace of the lesson is inappropriate. There are also weaknesses in planning, in that either the activities lack sufficient challenge, or teachers pay insufficient attention to the development of pupils' skills. In a minority of instances, teachers have low expectations of the quality and accuracy of pupils' written work. In a few lessons, tasks and activities do not ensure that pupils engage with the learning well enough. As a result, a few pupils become distracted or veer off task, affecting the learning experiences of others.

Many teachers give purposeful verbal feedback to pupils and a few encourage pupils to reflect well on their own work and that of their peers. This has a positive impact on the quality of their work. However, only a minority of teachers provide pupils with useful written feedback to help them improve their work. Teachers' expectations of how pupils should respond to feedback are too variable.

Whilst the school has an established system to track pupils' progress across all subjects in key stage 4 and in the sixth form, the school does not use the system effectively enough. The tracking of attainment and assessment at key stage 3 is very

limited. Overall therefore, this hinders the school's ability to monitor pupils' progress and address any underachievement effectively.

Reports to parents are clear and informative. They identify clearly pupils' strengths and weaknesses and include useful targets for improvement.

### **Care, support and guidance: Good**

The school has useful arrangements to promote healthy lifestyles. These include a wide range of opportunities, both during and beyond the school day, for pupils to engage in physical activities. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has a comprehensive programme to support pupils' spiritual, moral, social and cultural development. It delivers these learning experiences appropriately through assemblies and the personal and social education programme. A notable feature of the school's provision is the effective use of peer educators who deliver assemblies and personal and social education lessons on health and wellbeing.

The school accesses a broad range of specialist services and works well with relevant agencies to provide helpful guidance and advice. Pupils receive useful guidance and careers advice when making choices for key stage 4, sixth form and higher education courses.

The school has effective procedures to identify and meet the specific needs of pupils with additional learning needs. There are targeted intervention strategies to support these pupils in key stage 3 and key stage 4. These include valuable opportunities for older pupils to provide support, for example as 'reading buddies' to younger colleagues. However, the processes and systems for planning to meet individual learning needs are inconsistent and a few individual education plans lack suitable targets. Many parents feel that their child receives appropriate additional support in relation to any particular need.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. However, the inspection team has brought a few health and safety issues to the attention of the school.

### **Learning environment: Good**

The school has an inclusive ethos that values and promotes the achievements of all pupils. The school is a friendly, orderly, caring and respectful community. It encourages participation in a wide range of curricular and extra-curricular activities effectively. Equality and diversity are promoted well through personal and social education and the general work of the school. Most pupils feel that the school teaches them to understand and respect people from other backgrounds.

The extensive displays around the school enhance the teaching and learning environment while celebrating pupils' achievements well. Overall, there are a good range of learning resources, which are managed and used effectively. The accommodation is sufficient and of a good standard, and provides a welcoming and stimulating learning environment. The grounds are extensive and the buildings, including toilets, are well maintained.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Adequate</b>
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**Leadership: Adequate**

The headteacher has a clear vision for the strategic direction of the school. This is to improve the consistency of teaching and assessment, meet the needs of all and improve behaviour for learning. This vision is communicated successfully and forms the basis of the school's curriculum development and plans for improvement. In these plans, the school takes appropriate account of national priorities.

In 2015, the senior leadership team was restructured and extended to increase leadership capacity in order to address priorities, such as assessment. This distributed leadership model provides useful opportunities for staff to develop their leadership and management skills. However, there is a lack of clarity about line management responsibility for important aspects of the work of the school. For example, the lines of responsibility for the strategic management of data, assessment and interventions are unclear. In addition, there is insufficient oversight of the quality and impact of the work of departments to support priorities for improvement such as literacy and numeracy. Although there are new processes and systems, these do not focus sufficiently on standards and progress in books and lessons.

A majority of middle leaders have high expectations, closely monitor the work of their departments and support teachers to improve the quality of their teaching. In these departments, pupils make suitable progress and standards are high. However, a minority of middle leaders do not focus sufficiently on ensuring high expectations of pupils' work, progress and performance within their areas of responsibility.

Target setting arrangements for pupils are complex and they are not always appropriate. Senior and middle leaders use data to monitor performance of key stage 4 and sixth form pupils and to plan support where underperformance is identified. However, the impact of this on standards has been limited. The strategic use of regular assessment data to monitor the progress and set targets for key stage 3 pupils is at an early stage of development.

There is a comprehensive programme for meetings of school teams. Most meetings are appropriately focused on pupil issues and day-to-day management. A minority of minutes from curriculum meetings include beneficial discussion of standards, teaching and learning. However, a minority of records from meetings do not discuss matters arising from previous meetings or review progress against improvement plans. In addition, they do not clearly identify action points and due dates. These deficiencies make it difficult to hold people to account.

Senior leaders provide an appropriate balance of support and intervention where there is underperformance by staff.

The governors have a good general knowledge and understanding of the school's strategic priorities and overall performance. Most play an active role in supporting school activities and a number of strong links to subject areas exist. The governors support the strategic direction of the school well, and challenge appropriately.

## **Improving quality: Adequate**

The school is developing suitable procedures to evaluate the effectiveness of its work and to plan for improvement. There is an appropriate calendar of self-evaluation activities. However, there is too much variation in the quality of self-evaluation across the school and leaders at all levels do not evaluate and identify a few important aspects for improvement well enough. As a result, these procedures have not been successful in securing a sustained or sufficient improvement across important areas of the school's work.

The school's self-evaluation processes draw on a relevant range of first hand evidence, such as lesson observations and data analyses. However, in a minority of instances, senior leaders evaluate the quality of teaching and standards too positively. The scrutiny of pupils' books by senior and middle leaders is not rigorous enough in its assessment of the quality of feedback within and across departments and the standards of pupils' work.

Pupils express their opinions appropriately on aspects of school life through the school council. Their views are also a valuable and integral part of the faculty review process. However, the school does not seek the views of parents well enough on important issues or aspects of its work. Consequently, parental contributions to the school's evaluation process are limited.

The school's self-evaluation report provides a detailed account of most aspects of the school's work, although it is mainly descriptive. In general, leaders do not evaluate standards, provision or leadership well enough. Whilst they analyse data for individual years, leaders do not evaluate trends in performance rigorously or pay sufficient attention to comparing the school's performance against the performance of similar schools based on free-school-meal eligibility. This hinders their ability to plan securely for improvement.

Generally, the faculty and pastoral teams' self-evaluation is not sufficiently evaluative. Most faculties do not evaluate effectively important areas, such as the quality of teaching and assessment or the standards of pupils' work. As part of the quality assurance process, many middle leaders undertake a detailed analysis of pupils' examination performance, but they too do not consider trends in performance against those of similar schools consistently enough.

There is a close link between nearly all the areas identified for improvement and the school's development plan. This detailed plan contains 10 suitable overarching priorities, with a further 19 appropriate areas for improvement. Although each development is supported by a number of suitable actions, the majority of targets relating to standards are not challenging, specific or measurable. Furthermore, timelines do not identify clearly the start or end times for the actions.

There is an appropriate link between the faculties' and pastoral self-evaluation documents and their succinct development plans. Most of the agreed development priorities appear in the development plans. However, planning for the improvement of learning and teaching is limited because the self-evaluation does not identify the strengths and areas for development in the quality of teaching and learning.

### **Partnership working: Good**

The school has developed strong working relationships with a wide range of partners that contribute effectively to expanding pupils' learning experiences and supporting their wellbeing.

The school has established valuable partnership arrangements with local primary schools, and actions to support pupils as they transfer between primary and secondary school are planned well. For example, a few teachers teach lessons with their colleagues in local primary schools and are involved in useful projects in science, design technology and drama.

Successful links with other schools and colleges, that are monitored and quality assured comprehensively, extend the range of courses available to learners in both key stage 4 and post-16. The school engages meaningfully with local employers and the community. An extensive programme of work-related learning activities supports pupils successfully in their preparations for the world of work, including entrepreneurship activities, young enterprise programme, industry days and work experience. Links with specific agencies also support the emotional health and wellbeing of pupils well. This effective work helped ensure that no pupils left without a recognised qualification in 2016.

The school communicates suitably with its parents through a variety of appropriate channels, including well-attended parents' evenings.

### **Resource management: Adequate**

The school is appropriately staffed to meet the requirements of the curriculum and support learning. However, the arrangements to cover the absence of teachers are not monitored closely enough to ensure that this does not have a negative effect on the progress and behaviour of pupils. Support staff are deployed well and make a valuable contribution to the life of the school. For example, teaching assistants are linked helpfully to support subject areas as well as to pupils with specific learning needs.

The school supports leadership development by using beneficial short-term secondments to the senior leadership team for middle leaders. Teachers are encouraged to share professional knowledge and effective practice in department meetings via a shared area on the school's network and at training events. Recently, a few staff have benefited well from training on reflective practice and active learning strategies. This training has had a positive impact on the teaching and assessment practices of these teachers. However, it is too early to measure the wider impact on teaching across the school and on standards.

There are suitable systems to ensure that funding is directed towards strategic priorities. The pupil deprivation grant is spent appropriately. Pupils eligible for free school meals perform well at key stage 4 and their performance, particularly in key stage 3, is improving. A very few courses in the sixth form have very small numbers but, overall, the sixth form provides value for money. Planned developments are costed carefully and the headteacher, business manager and governors review spending closely.

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

# Appendix 1

## 6644000 - Hawarden High School

Number of pupils on roll	1162
Pupils eligible for free school meals (FSM) - 3 year average	8.8
FSM band	1 (FSM<=10%)

### Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
<b>Number of pupils in Year 9 cohort</b>	195	192	191	193		
<b>Achieving the core subject indicator (CSI) (%)</b>	87.7	90.6	92.7	93.8	91.7	85.9
Benchmark quartile	2	3	2	3		
<b>English</b>						
Number of pupils in cohort	195	192	191	193		
Achieving level 5+ (%)	91.3	92.7	96.3	94.8	94.3	89.2
Benchmark Quartile	2	3	2	3		
Achieving level 6+ (%)	73.3	68.2	69.1	69.4	66.7	56.2
Benchmark Quartile	1	2	2	2		
<b>Welsh first language</b>						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	86.9	92.0
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	28.6	57.2
Benchmark Quartile	.	.	.	.		
<b>Mathematics</b>						
Number of pupils in cohort	195	192	191	193		
Achieving level 5+ (%)	92.8	94.3	96.3	96.4	94.4	90.1
Benchmark Quartile	2	2	1	2		
Achieving level 6+ (%)	67.2	69.8	77.0	76.2	71.2	62.7
Benchmark Quartile	2	3	1	2		
<b>Science</b>						
Number of pupils in cohort	195	192	191	193		
Achieving level 5+ (%)	94.4	96.4	97.9	96.9	96.8	92.8
Benchmark Quartile	3	3	2	3		
Achieving level 6+ (%)	64.1	74.0	76.4	78.2	72.6	62.9
Benchmark Quartile	2	2	2	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.



6644000 - Hawarden High School

Number of pupils on roll

1162

Pupils eligible for free school meals (FSM) - 3 year average

8.8

FSM band

1 (FSM<=10%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
<b>Number of pupils aged 15</b>	188	185	189	194		
<b>Percentage of 15-year-old pupils who:</b>						
<b>Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics</b>	73.4	72.4	74.1	68.6	68.3	60.2
Benchmark quartile	1	2	2	3		
<b>Achieved the level 2 threshold</b>	83.5	85.9	87.3	86.1	88.1	83.6
Benchmark quartile	3	3	3	3		
<b>Achieved the level 1 threshold</b>	98.4	98.4	97.9	99.0	98.0	95.3
Benchmark quartile	2	3	3	3		
<b>Achieved the core subject indicator (CSI)</b>	65.4	67.6	71.4	59.3	65.9	57.5
Benchmark quartile	2	3	2	4		
<b>Average capped wider points score per pupil</b>	353.9	359.8	363.1	360.0	358.7	344.2
Benchmark quartile	3	4	3	3		
<b>Average capped wider points score plus per pupil</b>	352.5	358.0	360.8	357.6	356.0	340.3
Benchmark quartile	.	.	.	.		
<b>Achieved five or more GCSE grades A*-A</b>	20.7	15.7	18.0	16.5	19.6	15.8
Benchmark quartile	.	.	.	.		
<b>Achieved A*-C in English</b>	81.4	77.8	81.0	77.3	78.0	69.3
Benchmark quartile	2	3	2	3		
<b>Achieved A*-C in mathematics</b>	83.5	81.1	83.1	77.3	74.6	66.9
Benchmark quartile	1	1	1	3		
<b>Achieved A*-C in science</b>	78.2	89.7	91.5	82.0	89.2	82.3
Benchmark quartile	3	2	3	4		
<b>Number of pupils aged 15 who entered Welsh First Language:</b>	.	.	.	.		
<b>Of those who entered Welsh First Language:</b>						
<b>Achieved A*-C in Welsh</b>	.	.	.	.	61.4	75.1
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.

\* 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.

**6644000 - Hawarden High School**

Number of pupils on roll 1162  
 Pupils eligible for free school meals (FSM) - 3 year average 8.8  
 FSM band 1 (FSM<=10%)

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

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	7	13	11	10		
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	85.7	46.2	63.6	40.0	39.6	35.5
Achieved the level 2 threshold	100.0	76.9	81.8	70.0	71.7	70.9
Achieved the level 1 threshold	100.0	100.0	100.0	100.0	93.0	92.1
Achieved the core subject indicator (CSI)	71.4	46.2	63.6	40.0	37.4	32.7
Average capped wider points score per pupil	352.1	339.2	330.5	339.8	315.4	311.1
Average capped wider points score plus per pupil	350.8	337.6	326.8	337.0	311.7	305.2
Achieved five or more GCSE grades A*-A	0.0	15.4	0.0	30.0	5.3	4.5
Achieved A*-C in English	85.7	61.5	81.8	60.0	52.4	47.1
Achieved A*-C in mathematics	100.0	69.2	81.8	50.0	51.3	43.6
Achieved A*-C in science	85.7	84.6	90.9	70.0	80.7	71.7
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.	40.0	50.9

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

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

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

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

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

. 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.

6644000 - Hawarden High School

Number of pupils on roll in sixth form

182

**Key stage 5**

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
<b>Number of pupils aged 17</b>	83	76	79	69		
<b>Average wider points score per pupil</b>	761.4	857.9	818.9	769.3	834.6	824.9
<b>Number of pupils aged 17 entering a volume equivalent to 2 A levels:</b>	67	67	75	64		
<b>Of those who entered a volume equivalent to 2 A levels:</b>						
<b>Achieved the level 3 threshold</b>	92.5	100.0	96.0	95.3	98.2	98.0
<b>Achieved 3 A*-A at A level or equivalent</b>	6.0	6.0	1.3	6.3	6.5	6.6
<b>Achieved 3 A*-C at A level or equivalent</b>	61.2	67.2	64.0	60.9	67.7	70.9

Includes all qualifications approved for use in Wales.

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

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

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

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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	294	104 35%	172 59%	15 5%	3 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	293	45 15%	184 63%	56 19%	8 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	293	73 25%	181 62%	33 11%	6 2%	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	293	55 19%	168 57%	63 22%	7 2%	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	293	117 40%	144 49%	31 11%	1 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	292	68 23%	206 71%	12 4%	6 2%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	6%	1%	
The teachers help me to learn and make progress and they help me when I have problems	293	86 29%	186 63%	19 6%	2 1%	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	293	28 10%	162 55%	80 27%	23 8%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	6%	
I have enough books and equipment, including computers, to do my work	294	101 34%	165 56%	27 9%	1 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	291	13 4%	154 53%	105 36%	19 7%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	294	48 16%	170 58%	57 19%	19 6%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		294	28 10%	171 58%	78 27%	17 6%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16% 53%	25% 5%	5% 1%		
I am encouraged to do things for myself and to take on responsibility		294	83 28%	194 66%	16 5%	1 0%	Rwy'n cael fy annog i wneud pethau drosaf 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		291	76 26%	167 57%	44 15%	4 1%	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%	10% 2%			
The staff respect me and my background		294	92 31%	169 57%	25 9%	8 3%	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		289	76 26%	188 65%	23 8%	2 1%	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		112	36 32%	50 45%	26 23%	0 0%	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		48	11 23%	21 44%	14 29%	2 4%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27% 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.	338	110 33%	187 55%	32 9%	6 2%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	339	120 35%	187 55%	26 8%	4 1%	2	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	5%	1%		
My child was helped to settle in well when he or she started at the school.	338	158 47%	159 47%	15 4%	3 1%	3	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	4%	1%		
My child is making good progress at school.	339	110 32%	170 50%	41 12%	1 0%	17	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	339	57 17%	185 55%	43 13%	9 3%	45	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	4%		
Teaching is good.	337	72 21%	202 60%	35 10%	2 1%	26	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	339	133 39%	171 50%	17 5%	3 1%	15	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		50%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	337	68 20%	180 53%	49 15%	8 2%	32	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	10%	3%		
Staff treat all children fairly and with respect.	338	74 22%	177 52%	33 10%	10 3%	44	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.	336	80 24%	206 61%	18 5%	1 0%	31	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	339	107 32%	205 60%	11 3%	6 2%	10	Mae fy mhentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	334	74 22%	151 45%	35 10%	12 4%	62	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		36%	52%	9%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	338	70 21%	173 51%	63 19%	22 7%	10	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	13%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	336	119 35%	171 51%	29 9%	10 3%	7	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	337	74 22%	190 56%	32 9%	6 2%	35	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	56%	12%	3%		
The school helps my child to become more mature and take on responsibility.	335	86 26%	189 56%	27 8%	4 1%	29	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	335	53 16%	126 38%	36 11%	11 3%	109	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	3%		
There is a good range of activities including trips or visits.	339	92 27%	178 53%	41 12%	11 3%	17	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	337	108 32%	171 51%	22 7%	8 2%	28	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

## Appendix 3

### The inspection team

Mamta Arnott	Reporting Inspector
Sue Halliwell	Team Inspector
Farrukh Khan	Team Inspector
William Gwyn Thomas	Team Inspector
James Kerry George Jones	Lay Inspector
Simon Thompson	Peer Inspector
Simon Budgen	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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 <sup>1</sup>
- 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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<sup>1</sup> This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh <sup>1</sup> and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh <sup>1</sup> 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.