



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

A report on

**Holywell High School
The Strand
Holywell
Flintshire
CH8 7AW**

Date of inspection: January 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Holywell High School is an English-medium 11 to 18 mixed comprehensive school maintained by Flintshire local authority. There are currently 407 pupils on roll, including 45 in the sixth form, compared with 779 pupils at the time of the last inspection in January 2009, including 102 in the sixth form.

The school is currently undergoing a period of considerable change. Most significantly, a new school building, into which the school is due to move in September 2016, is currently being constructed in close proximity to the existing school site.

Around 26% of pupils are eligible for free school meals, which is above the national average of 17.4%. Around 33% of students live in the 20% most deprived areas in Wales. Nearly all pupils speak English as their first language and come from a white, British background. A very few are fluent in Welsh.

The percentage of pupils with special educational needs is around 22%, which is lower than the national average of 25.4%. The percentage of pupils who have a statement of special educational needs is 2%, slightly below the national average of 2.5%.

The headteacher has been in post since October 2015, and was acting headteacher for the two terms prior to this date. The senior leadership team is comprised of an assistant headteacher as well as five middle leaders who currently support the permanent senior leaders as an 'extended' senior leadership team.

The individual school budget per pupil for Holywell High School in 2015-2016 means that the budget is £4,792 per pupil. The maximum per pupil in the secondary schools in Flintshire is £4,933 and the minimum is £3,783. Holywell High School is second out of the 12 secondary schools in Flintshire in terms of its school budget per pupil.

Summary

The school's current performance	Unsatisfactory
The school's prospects for improvement	Unsatisfactory

Current performance

Despite improvements in levels of attendance and in outcomes at key stage 3, current performance is judged to be unsatisfactory because:

- Performance in many key indicators at key stage 4 over the last four years has been poor when compared to that of similar schools and pupils' prior attainment
- In a majority of lessons, pupils make insufficient progress in their knowledge, skills and understanding
- Too many pupils have weaknesses in their literacy and numeracy skills
- Rates of fixed term exclusions are very high
- Rates of attendance are consistently below modelled outcomes and compare poorly with those of similar schools
- There are important shortcomings in teaching in around half of lessons
- Teachers do not use assessment effectively enough to support pupils' learning

Prospects for improvement

The school's prospects for improvement are judged to be unsatisfactory because:

- Senior and middle leaders have not demonstrated the capacity to secure improvements in important areas, such as standards and the quality of teaching
- Systems of accountability and quality assurance are not robust enough
- Performance management arrangements are not carried out consistently enough to support school improvement
- Senior and middle leaders do not evaluate the school's work with sufficient rigour and do not identify areas for improvement well enough
- There has been insufficient progress in addressing the majority of recommendations from the last inspection
- The school has a significant deficit budget

Recommendations

- R1 Improve standards at key stage 4
- R2 Improve levels of attendance
- R3 Reduce the number of fixed term exclusions
- R4 Improve the quality and consistency of teaching and assessment
- R5 Improve the effectiveness of leadership at all levels through more rigorous accountability and stronger arrangements for self-evaluation and improvement planning
- R6 Resolve the budget deficit effectively

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

Over the last three years, at key stage 4, performance has fluctuated in the majority of key indicators. Performance in many indicators during this period places the school in the lower half of similar schools based on free-school-meal eligibility, and in the bottom quarter in around half of them. In many indicators, pupils make insufficient progress from previous key stages.

Performance in the level 2 threshold including English and mathematics improved in 2014, but declined in 2015. Performance in this indicator over the last four years has been below the average for the family of schools. It has placed the school in the lower half of similar schools based on free-school-meal eligibility in this period, and in the bottom quarter in 2015. Performance in the level 2 threshold including English and mathematics was in line with modelled outcomes in 2013 and 2014, but well below in 2015.

Performance in the capped point score improved in 2013 and 2014, but declined in 2015. It has been below modelled outcomes for the last four years. Performance in this indicator has placed the school in the lower half of similar schools over the last four years, and in the bottom quarter in three of those four years. Performance in the capped point score has been below the family average in three of the last four years. Performance in the level 2 threshold has improved since 2012, although it has been well below the family average for the last four years. Performance in this indicator places the school in the bottom quarter of similar schools based on free-school-meal eligibility over this period. The proportion of pupils gaining five grades A* or A has declined over the last three years, and has been consistently below the family average.

In Year 13, over the last four years, all pupils have achieved the level 3 threshold, and the proportion of pupils gaining grades A* or A at A-level or equivalent has been above the family average. However, over the same period, the average wider points score and the proportion of pupils achieving three grades A*-C have been well below the average for the family of schools.

At key stage 3, at level 5 or above, there has been an upward trend in the proportion of pupils that achieve the core subject indicator.

At key stage 3, the gap between the performance of boys and girls has decreased over the last three years in all indicators. In 2015, in many indicators, both boys and girls perform better than the average for boys and girls in the family of similar schools. At key stage 4, the gap between the performance of boys and girls has increased over the last three years in many indicators. In 2015, in around half of indicators, this gap is significantly wider than family and national averages. Girls' performance in many indicators over the last three years is below the average for girls in the family of similar schools and nationally. Boys' performance in many

indicators over the last three years is below the average for boys in the family of similar schools and nationally, and in 2015 it was significantly below these averages in English and the level 2 threshold, including English and mathematics.

At key stage 3, between 2012 and 2014, the performance of pupils eligible for free school meals improved in the core subject indicator and English, although it declined in mathematics. At key stage 4, in 2014, the performance of pupils eligible for free school meals improved in all indicators. In 2015, this improvement continued in mathematics and science and, in these indicators, pupils eligible for free school meals have performed above family and national averages for similar pupils for the last two years. However, the performance of this group of pupils declined in 2015 in the level 2 threshold including English and mathematics, the core subject indicator, the level 2 threshold and English. Performance in these indicators in 2015 was well below the average for this group of pupils in the family of schools and across Wales.

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

The majority of pupils demonstrate a willingness to learn and participate well in their lessons. In a minority of lessons, pupils develop their understanding and skills successfully. In these lessons, many pupils work well together and listen carefully to each other.

A minority of pupils demonstrate strong oral skills and explain their ideas articulately. They recall prior learning well and have effective independent learning skills. These pupils are able to assess their own work and that of others suitably and set appropriate targets for improvement.

In a very few lessons, pupils demonstrate outstanding independence and resilience in their approach to learning. They collaborate and develop their problem solving skills very well. This enables them to attempt challenging tasks with confidence and make rapid progress.

In the majority of lessons, however, pupils make insufficient progress in developing their knowledge, understanding and skills. In these lessons, a minority of pupils lose interest in their work due to a lack of challenge in teaching. In addition, a few pupils do not listen well to their teachers or their peers and stray off task too easily. A very few demonstrate limited engagement in their learning.

A minority of pupils communicate their ideas clearly in their written work. A few produce coherent and well-structured extended writing for a range of purposes and audiences. They draft and redraft their work to make appropriate improvements. However, many pupils make too many basic errors in their spelling, punctuation and grammar and do not structure their writing well enough.

A minority of pupils have good reading skills, and locate relevant information when completing research and answering questions. A few demonstrate confidence in their higher order reading skills. However, a minority of pupils do not develop skills such as inference and deduction well enough.

A minority of pupils have sound number skills, which they use appropriately across the curriculum, for example when calculating the cost of materials in design technology. A very few have very well-developed mathematical skills, which they use successfully to complete challenging tasks. However, the majority of pupils lack confidence in basic number work, and a minority are often unable to select appropriate methods to solve number problems. A majority of pupils are able to construct appropriate graphs. However, in a minority of cases, pupils produce line graphs that are inaccurate or carelessly constructed.

Around half of pupils in key stage 4 gain a level 2 qualification in Welsh. Many pupils are developing a suitable Welsh vocabulary. However, in general, their understanding of Welsh sentence structure is underdeveloped. In a few subjects other than Welsh, pupils use the language suitably to ask a few basic questions.

Wellbeing: Adequate

Nearly all pupils feel safe in school and many believe that the school deals well with bullying. Most pupils are developing a suitable understanding of the importance of a healthy lifestyle and regular exercise.

Most pupils are considerate of others. They behave well in lessons and around the school and show courtesy and respect to staff and visitors. However, there has been little reduction in the rate of fixed term exclusions.

Attendance rates improved in 2015. However, rates of attendance have placed the school in the bottom quarter of similar schools based on free-school-meal eligibility for the last four years. During this period, rates of attendance have also been consistently below modelled outcomes. The attendance rate of pupils eligible for free school meals has been well below the average for the same group of pupils in the family of schools and nationally for the last two years. Persistent absence decreased in 2015, but remains well above local and national averages.

The school council has contributed suitably to changes in school, such as improvements to the queueing system in the canteen, the rewards system and the homework planner. Pupils have been appropriately involved in charity events, for example Comic Relief and activities to support victims of the Nepal earthquake. This helps pupils to develop suitably their social and life skills.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides a suitably broad and balanced curriculum that meets statutory requirements. At key stage 4, the school provides pupils with an appropriate range of general and vocational courses. Pupils in the sixth form benefit from a suitable range of pathways offered in collaboration with other providers. The school provides a satisfactory range of extra-curricular activities, such as clubs, trips and visits, that enrich pupils' learning and broaden their horizons. This includes beneficial work-related events for pupils in key stage 4 and summer schools for more able pupils. Transition arrangements ensure that the key stage 3 curriculum builds suitably on pupils' prior learning.

The school supports pupils' literacy and numeracy skills appropriately through dedicated lessons for all key stage 3 pupils and tailored interventions for those with weaker skills. These arrangements have improved pupils' reading skills, but they do not yet have sufficient impact on standards of writing and numeracy. Many departments identify appropriate opportunities in their schemes of work for pupils to develop their skills. However, in the majority of lessons, teachers do not ensure that pupils have opportunities to develop their literacy and numeracy skills at a suitable level.

Provision for developing pupils' Welsh language skills is appropriate at key stage 3 and key stage 4. The school's arrangements to strengthen pupils' understanding of Welsh culture and to support their bilingualism are developing appropriately.

The school provides a satisfactory range of opportunities for pupils to learn about sustainability and global citizenship through personal and social education, the Welsh Baccalaureate Qualification, subject lessons, trips and fundraising events.

Teaching: Unsatisfactory

Most teachers have appropriate subject knowledge and get on well with the pupils in their classes. However, in many cases, teachers' low expectations limit considerably the amount of progress that pupils are able to make in their knowledge, skills and understanding.

In a minority of lessons, teachers plan carefully to meet pupils' needs and interests and use a variety of resources and activities well. This ensures that pupils are engaged successfully in their learning. In these lessons, teachers use skilful questioning to develop pupils' oral responses well. Pupils in these lessons make strong progress.

In a very few lessons, teaching is highly effective. In these lessons, teachers have very high expectations of pupils, and are adept at planning a range of interesting and challenging activities which stretch pupils very well. These teachers foster a high level of independence and resilience in their pupils, and this enables pupils to develop their skills and knowledge rapidly.

However, in many lessons, teachers' expectations of what pupils can achieve are too low. In these lessons, pupils are set tasks that are mundane and undemanding, such as copying and colouring in, which do not engage them successfully in their learning. Questioning is not used effectively to develop pupils' understanding and activities and resources are not well matched to pupils' abilities. As a result, the pace of learning is too slow and pupils make limited progress.

In around half of lessons, teachers do not monitor pupils' progress closely enough. As a result, teachers do not address any misconceptions sufficiently, and they do not challenge pupils sufficiently when they are not engaged in their learning or are not completing enough work. In these lessons, teachers' low expectations of what pupils can achieve lead them to be over generous in their praise.

Nearly all teachers mark frequently. In the majority of cases, teachers identify clearly areas for improvement in pupils' work. However, a minority of these comments do not explain to pupils clearly enough how they can improve. Many teachers identify errors in spelling, punctuation and grammar. However, the majority do not provide pupils with appropriate strategies to improve the accuracy of their writing. In many instances, teachers give lengthy feedback on all tasks, and do not select carefully enough appropriate pieces of work to mark in depth.

In around half of lessons, teachers provide suitable opportunities for self and peer assessment. However, in around half of cases, teachers do not develop pupils' understanding of success criteria well enough. As a result, these activities are not effective in helping pupils to understand how to improve their work.

The school has recently introduced appropriate systems to track pupils' progress. This helps leaders to identify underperformance and plan suitable interventions. The school provides parents with regular and useful updates on their child's progress. These reports contain appropriate targets for improvement and suitably assess pupils' progress against the Literacy and Numeracy Framework.

Care, support and guidance: Adequate

The school promotes pupils' spiritual, moral, social and cultural development appropriately through tutor periods, assemblies and a well-balanced personal and social education programme. The school makes appropriate arrangements for promoting healthy eating and drinking.

Teachers, support staff and pastoral leaders have a positive impact on pupils' wellbeing. The school has helpful working relationships with a wide range of external agencies such as the police, health and social services. These ensure that pupils have access to relevant professional support when required.

The school has suitable procedures to deal with bullying and poor behaviour and there are appropriate systems in place for rewards and sanctions. However, this has not yet had enough impact on reducing the number of fixed term exclusions. The school's strategies for monitoring and improving attendance are beginning to have a positive effect. However, strategies to support the wellbeing of vulnerable pupils have not secured sufficient improvements in their attendance or attainment.

The school provides pupils with appropriate guidance about their options, for example through option evenings and careers interviews. This helps them to make suitably informed choices.

The school identifies and supports pupils' additional learning needs appropriately. Pupils with additional learning needs have full access to the curriculum. The school conducts suitable reviews of these pupils' progress. However, many teachers do not use the strategies identified in individual education plans well enough to support pupils with additional learning needs in mainstream lessons.

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

Learning environment: Adequate

The school has an inclusive and supportive ethos. It promotes equality and challenges stereotyping well in all aspects of its work. It identifies and celebrates diversity successfully. All pupils have equal access to the curriculum and the extra-curricular activities in the school.

The site is safe and secure. The school is managing well the challenges created by the building of a new school in close proximity to the existing site.

The accommodation is sufficient for the number of pupils and for the most part is of an appropriate quality. Generally, the school makes best use of the physical environment available to it. However, until recently, pupils' toilets were in an unacceptable condition, although the school has made suitable improvements to the toilet facilities.

Learning resources, including information and communication technology, are suitably matched to pupils' needs. The majority of displays in corridors and classrooms support learning appropriately.

Key Question 3: How good are leadership and management?	Unsatisfactory
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Leadership: Unsatisfactory

The headteacher has a clear vision for improving teaching and standards in the school. The majority of staff share this vision and there is a developing culture of high expectations and accountability across the school. The impact of these changes is evident in improvements in the consistency of marking and increased attendance. However, leaders have not brought about enough improvement in pupils' outcomes. In addition, leadership has not had enough impact on the quality of teaching or the standards achieved by pupils in lessons.

Senior leaders have clearly defined roles and responsibilities. A majority of these leaders carry out their roles appropriately. However, a minority do not lead their teams well enough because they have too many responsibilities or do not have the necessary expertise and experience. In general, leaders' understanding of how to use performance data to set targets and monitor performance is underdeveloped.

Line management meetings focus suitably on important issues such as teaching, behaviour and standards. Minutes of these meetings generate specific action points that are followed up in a timely manner. The majority of records from middle leaders' meetings include a suitable focus on standards and teaching. However, a minority include only a few references to these important issues and pay too much attention to clerical or administrative issues. Only a few of these meetings generate action points or follow up on priorities from previous meetings. Middle leaders are developing their understanding of how to use data to evaluate performance and track pupils' progress. However, a minority of these leaders have not been successful in identifying underperformance in teaching and implementing strategies to bring about improvements.

The school has appropriate performance management arrangements that provide a suitable format for reviewing teachers' work and identifying individual training needs. However, this system is applied inconsistently and leaders do not always put in place the necessary support where underperformance is identified. Performance management objectives are appropriate and align with whole-school priorities.

Governors are very supportive of the school and are developing an understanding of the significance of performance data. They are beginning to use this understanding to challenge the school to improve. However, they have not challenged the school in a few important areas. Governors play a suitable role in checking the school's self-evaluation report and development plan.

Improving quality: Unsatisfactory

The school has recently refined its self-evaluation, improvement planning and quality assurance processes. These now take place in a regular, calendared cycle. Most pupils have relevant opportunities to express their views, as do staff and parents. The school's self-evaluation report gives a suitable account of many aspects of the school's work. However, this report does not analyse sufficiently the full range of data available to the school, for example comparisons with other schools.

Senior and middle leaders have a developing understanding of their roles in self-evaluation. Most middle leaders provide a satisfactory basic commentary on performance data in their subject area. However, the school's processes for evaluating pupils' work and undertaking lesson observations are not sufficiently robust. When carrying out these activities, leaders do not focus well enough on pupil outcomes. Furthermore, senior leaders do not rigorously quality assure these processes or adequately analyse the findings. As a result, their judgements about teaching and assessment are too generous and they do not identify areas for improvement precisely enough.

The school has recently developed a new approach to improvement planning. This has resulted in a concise whole school plan with integrated faculty plans that leaders, teachers and governors can access easily. The plan identifies broadly appropriate priorities and includes a suitable focus on improving the achievement of vulnerable pupils. It contains many relevant, costed actions, along with suitable monitoring points. This gives staff a clear understanding of the school's priorities. Faculty plans usefully mirror the priorities in the school development plan. However, improving teaching does not have a sufficiently high priority in the school's plans. In general, the targets and success criteria are not sufficiently ambitious.

Leaders have recently secured modest improvements in pupil attendance and in a majority of performance indicators at key stage 4. However, improvement planning has not had sufficient impact overall on pupil outcomes in comparison to similar schools. There has been limited progress in addressing the majority of recommendations from the last inspection.

Partnership working: Adequate

In recent years the school has forged productive relationships with many partners in the local community. It has established beneficial links with local businesses. Activities arising from these links, for example mock interviews and the Holywell twinning exchange trip to France, enable pupils to gain valuable skills and experiences.

The school liaises with an appropriate range of external agencies to support pupils' wellbeing. However, this has not yet had a sufficient impact on the outcomes of vulnerable pupils. The school has developed well its communication and relationships with parents.

The school works closely with its partner primary schools to help pupils settle quickly into Year 7 and to plan appropriately for progression in their learning as they move from key stage 2 to key stage 3. More able pupils have opportunities to visit local universities and participate in events such as debating that help to raise their aspirations.

The school collaborates suitably with other providers to provide additional courses for a few pupils at key stage 4 and post 16. It has suitable procedures in place to quality assure courses delivered in partnership with other providers.

Resource management: Unsatisfactory

The school is staffed with appropriately qualified teachers, most of whom teach within in their area of expertise. The school has suitable plans to support the few staff that teach outside their area of expertise. However, due to high levels of staff absence in the autumn term 2015, these plans have not been implemented. As a result, these teachers do not always have a sound grasp of specific strategies necessary to teach outside of their main subject.

The school has a suitable programme of in-service training. However, it does not have any working groups to explore and develop strategies for specific priorities, such as improving the quality of teaching.

The school's business manager and headteacher monitor expenditure closely. However, the school currently has a significant budget deficit and is working closely with the local authority to reduce this.

Many of the strategies planned for use of the Pupil Deprivation Grant are suitable. However, a few of these strategies are not focused clearly enough on improving the attainment or wellbeing of pupils eligible for free school meals.

In light of the poor standards attained by the pupils, the school offers unsatisfactory value for money.

Appendix 1

6644012 - Holywell High School

Number of pupils on roll	427
Pupils eligible for free school meals (FSM) - 3 year average	25.7
FSM band	4 (20%<FSM<=30%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	108	91	75	62		
Achieving the core subject indicator (CSI) (%)	55.6	69.2	74.7	90.3	80.3	83.9
Benchmark quartile	4	3	3	1		
English						
Number of pupils in cohort	108	91	75	62		
Achieving level 5+ (%)	67.6	73.6	78.7	91.9	84.8	87.9
Benchmark Quartile	4	4	4	1		
Achieving level 6+ (%)	16.7	16.5	46.7	35.5	43.9	52.6
Benchmark Quartile	4	4	1	4		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.		90.9
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.		56.1
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	108	91	75	62		
Achieving level 5+ (%)	81.5	84.6	85.3	95.2	86.2	88.7
Benchmark Quartile	1	1	2	1		
Achieving level 6+ (%)	30.6	50.5	50.7	71.0	53.2	59.5
Benchmark Quartile	4	2	2	1		
Science						
Number of pupils in cohort	108	91	75	62		
Achieving level 5+ (%)	89.8	93.4	93.3	96.8	89.5	91.8
Benchmark Quartile	1	1	1	1		
Achieving level 6+ (%)	29.6	36.3	54.7	54.8	48.7	58.5
Benchmark Quartile	4	3	1	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.

6644012 - Holywell High School

Number of pupils on roll 427
Pupils eligible for free school meals (FSM) - 3 year average 25.7
FSM band 4 (20%<FSM<=30%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	124	116	94	85		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	40.3	40.5	43.6	37.6	51.1	57.9
Benchmark quartile	3	3	3	4		
Achieved the level 2 threshold	44.4	56.0	63.8	68.2	78.9	84.1
Benchmark quartile	4	4	4	4		
Achieved the level 1 threshold	96.8	97.4	100.0	100.0	95.8	94.4
Benchmark quartile	1	1	1	1		
Achieved the core subject indicator (CSI)	40.3	31.9	37.2	37.6	46.7	54.8
Benchmark quartile	2	4	4	4		
Average capped wider points score per pupil	284.9	298.5	329.8	324.4	333.1	343.5
Benchmark quartile	4	4	3	4		
Average capped wider points score plus per pupil	284.3	298.0	327.4	320.4	327.9	338.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	9.7	7.8	7.4	3.5	10.2	16.6
Benchmark quartile	.	.	.	.
Achieved A*-C in English	49.2	56.0	62.8	49.4	61.7	68.6
Benchmark quartile	3	2	2	4		
Achieved A*-C in mathematics	48.4	50.9	51.1	52.9	58.7	64.4
Benchmark quartile	2	3	4	4		
Achieved A*-C in science	46.8	39.7	87.2	97.6	83.5	84.0
Benchmark quartile	4	4	2	1		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		75.2
Benchmark quartile	.	.	.	.

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

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

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

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

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

. Denotes the data item is not applicable.

* 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.

6644012 - Holywell High School

Number of pupils on roll 427
 Pupils eligible for free school meals (FSM) - 3 year average 25.7
 FSM band 4 (20%<FSM<=30%)

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

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	29	23	18	18		
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	13.8	26.1	33.3	16.7	28.4	31.6
Achieved the level 2 threshold	17.2	30.4	50.0	50.0	64.3	69.4
Achieved the level 1 threshold	89.7	91.3	100.0	100.0	90.8	89.4
Achieved the core subject indicator (CSI)	13.8	21.7	33.3	16.7	26.4	29.3
Average capped wider points score per pupil	221.8	247.6	297.5	306.2	299.0	303.7
Average capped wider points score plus per pupil	221.1	247.2	296.5	303.1	291.6	296.4
Achieved five or more GCSE grades A*-A	3.4	0.0	5.6	0.0	4.7	4.3
Achieved A*-C in English	20.7	43.5	44.4	22.2	40.4	45.1
Achieved A*-C in mathematics	17.2	30.4	38.9	55.6	37.4	39.2
Achieved A*-C in science	17.2	26.1	77.8	94.4	74.3	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		51.5

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

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

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

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

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

. Denotes the data item is not applicable.

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

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	32	30	33	28		
Average wider points score per pupil	497.7	497.3	593.1	489.3	732.1	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	19	23	24	22		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	100.0	100.0	100.0	100.0	94.2	97.0
Achieved 3 A*-A at A level or equivalent	10.5	8.7	4.2	4.5	2.3	7.9
Achieved 3 A*-C at A level or equivalent	52.6	26.1	54.2	9.1	54.5	68.1

Includes all qualifications approved for use in Wales.

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

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

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

. Denotes the data item is not applicable.

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

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	103	39 38%	58 56%	4 4%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	103	22 21%	65 63%	14 14%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	103	40 39%	50 49%	12 12%	1 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	102	23 23%	61 60%	13 13%	5 5%	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	102	40 39%	50 49%	11 11%	1 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	102	32 31%	63 62%	6 6%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	101	38 38%	51 50%	11 11%	1 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	103	24 23%	55 53%	14 14%	10 10%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	101	37 37%	57 56%	7 7%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	103	15 15%	55 53%	25 24%	8 8%	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	103	30 29%	54 52%	15 15%	4 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	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	102	21 21%	53 52%	25 25%	3 3%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	101	29 29%	66 65%	4 4%	2 2%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	102	34 33%	52 51%	14 14%	2 2%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		36%	54%	9%	1%	
The staff respect me and my background	103	33 32%	60 58%	9 9%	1 1%	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	100	28 28%	63 63%	8 8%	1 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	50	15 30%	26 52%	5 10%	4 8%	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	22	9 41%	8 36%	3 14%	2 9%	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

The number of responses received was fewer than 10. No data will be shown.

Appendix 3

The inspection team

Steven William Pringle	Reporting Inspector
Ceri Jones	Team Inspector
Mamta Arnott	Team Inspector
Karen Newby Jones	Team Inspector
Justine Elaine Barlow	Lay Inspector
Andrea May	Peer Inspector
Ian Evans	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

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

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

- English or Welsh ¹
- mathematics
- science

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

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

Key stage 4 and sixth form terms

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

¹ This indicator does not include Welsh second language qualifications.

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